



SỞ GIÁO DỤC VÀ ĐÀO TẠO HÀ NỘI

GIÁO TRÌNH

TỪ VỰNG

tiếng Anh thương mại

BUSINESS ENGLISH VOCABULARY

DÙNG TRONG CÁC TRƯỜNG TRUNG HỌC CHUYÊN NGHIỆP



NGUYỄN
QUỐC LIỆU



NHÀ XUẤT BẢN HÀ NỘI

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(Dùng trong các trường THCN)



NHÀ XUẤT BẢN HÀ NỘI - 2006

Lời giới thiệu

Nước ta đang bước vào thời kỳ công nghiệp hóa, hiện đại hóa nhằm đưa Việt Nam trở thành nước công nghiệp văn minh, hiện đại.

Trong sự nghiệp cách mạng to lớn đó, công tác đào tạo nhân lực luôn giữ vai trò quan trọng. Báo cáo Chính trị của Ban Chấp hành Trung ương Đảng Cộng sản Việt Nam tại Đại hội Đảng toàn quốc lần thứ IX đã chỉ rõ: “Phát triển giáo dục và đào tạo là một trong những động lực quan trọng thúc đẩy sự nghiệp công nghiệp hóa, hiện đại hóa, là điều kiện để phát triển nguồn lực con người - yếu tố cơ bản để phát triển xã hội, tăng trưởng kinh tế nhanh và bền vững”.

Quán triệt chủ trương, Nghị quyết của Đảng và Nhà nước và nhận thức đúng đắn về tầm quan trọng của chương trình, giáo trình đối với việc nâng cao chất lượng đào tạo, theo đề nghị của Sở Giáo dục và Đào tạo Hà Nội, ngày 23/9/2003, Ủyban nhân dân thành phố Hà Nội đã ra Quyết định số 5620/QĐ-UB cho phép Sở Giáo dục và Đào tạo thực hiện đề án biên soạn chương trình, giáo trình trong các trường Trung học chuyên nghiệp (THCN) Hà Nội. Quyết định này thể hiện sự quan tâm sâu sắc của Thành ủy, UBND thành phố trong việc nâng cao chất lượng đào tạo và phát triển nguồn nhân lực Thủ đô.

Trên cơ sở chương trình khung của Bộ Giáo dục và Đào tạo ban hành và những kinh nghiệm rút ra từ thực tế đào tạo, Sở Giáo dục và Đào tạo đã chỉ đạo các trường THCN tổ chức biên soạn chương trình, giáo trình một cách khoa học, hệ

thống và cập nhật những kiến thức thực tiễn phù hợp với đối tượng học sinh THCS Hà Nội.

Bộ giáo trình này là tài liệu giảng dạy và học tập trong các trường THCS ở Hà Nội, đồng thời là tài liệu tham khảo hữu ích cho các trường có đào tạo các ngành kỹ thuật - nghiệp vụ và đông đảo bạn đọc quan tâm đến vấn đề hướng nghiệp, dạy nghề.

Việc tổ chức biên soạn bộ chương trình, giáo trình này là một trong nhiều hoạt động thiết thực của ngành giáo dục và đào tạo Thủ đô để kỷ niệm “50 năm giải phóng Thủ đô”, “50 năm thành lập ngành” và hướng tới kỷ niệm “1000 năm Thăng Long - Hà Nội”.

Sở Giáo dục và Đào tạo Hà Nội chân thành cảm ơn Thành ủy, UBND, các sở, ban, ngành của Thành phố, Vụ Giáo dục chuyên nghiệp Bộ Giáo dục và Đào tạo, các nhà khoa học, các chuyên gia đầu ngành, các giảng viên, các nhà quản lý, các nhà doanh nghiệp đã tạo điều kiện giúp đỡ, đóng góp ý kiến, tham gia Hội đồng phản biện, Hội đồng thẩm định và Hội đồng nghiệm thu các chương trình, giáo trình.

Đây là lần đầu tiên Sở Giáo dục và Đào tạo Hà Nội tổ chức biên soạn chương trình, giáo trình. Dù đã hết sức cố gắng nhưng chắc chắn không tránh khỏi thiếu sót, bất cập. Chúng tôi mong nhận được những ý kiến đóng góp của bạn đọc để từng bước hoàn thiện bộ giáo trình trong các lần tái bản sau.

GIÁM ĐỐC SỞ GIÁO DỤC VÀ ĐÀO TẠO

Introduction

Who is this book for?

Practical Business Vocabulary is designed to enable immediate learners of business English to expand their business stock of vocabulary. It also gives invaluable assistance to people studying English before they start work and for those already working who need English in their job.

How is the book organized?

The book has 10 units, each of which is based on a different topic and introduces the vocabulary of business areas such as jobs, skills and qualifications, organizations, marketing, etc.,.

*Each unit contains two parts: **theory** and **practice**. The two- or three-page theory introduces new words and expressions, and the **practice** enables learners to check and practise them through varied and useful exercises.*

*The **Test Yourself** at the end of each unit is intended for writing and/or discussion about yourself, your family and your company. This gives learners the opportunity to put into practice the words and expressions in the unit.*

*There is a **glossary** with explanations in Vietnamese and an Answer Key at the back of the book.*

The Theory

*This part introduces the new vocabulary and expressions for each topic or language area. The presentation is divided into a number of sections marked by letters: A, B, C, or D with clear titles. Within each section, new words and expressions are printed in **italics** and explained using some techniques such as:*

*- A short definition. It follows directly after the word, or comes at the end of the phrase or sentence. It is usually put in brackets: e.g., **to be self-employed (to work for yourself)**.*

- Sentence examples. These examples indicate the words in context in order to illustrate their meaning and special grammatical structures.

I've been offered a job in London.

She complained to the waiter about the food.

(she was not satisfied about it)

In a few units, however, there are words without explanations. Learners should spend some time guessing their meanings from contexts, then look at the glossary to find their Vietnamese equivalents.

*Apart from the explanations of new vocabulary and expressions, this part looks at **word combinations**, **word building**, **phrasal verbs**, and the grammar associated with particular vocabulary, for example the verbs followed by to infinitive or **-ing** (pages 41- 42) and so on.*

The Practice

*The **practice** gives the learners the opportunity to practise the new vocabulary and expressions presented in the **Theory**. Usually, the first exercise focuses on using the words and expressions in context. Other exercises aim to practise the grammatical forms of items from the **Theory**.*

Work Book

The Work Book complements this Practical Business Vocabulary book with additional practice exercises, primarily for individual study between units. Most exercises test only the vocabulary and phrases presented and practiced in the book. Some reading exercises give learners the chance to extend their knowledge of vocabulary beyond what have already been learned in the book. The Workbook includes a complete Answer Key, which helps learners to check their work themselves.

To The Learner

Why is vocabulary important?

Vocabulary is important because it is words that carry the content of what you want to say. Grammar combines words together, but most of the meaning is in the words themselves. The more words you know, the more you will be able to communicate with others.

How do we learn vocabulary effectively?

*The best way to increase your stock of vocabulary is by reading a lot of English regularly. You should avoid simply going through the book 'Filling in the blanks.' Give yourself time to practice and use what you have learnt before going on to learn more. It is not sufficient simply to complete the exercises and understand the new words encountered. You must actually use them in communication (conversation, essays or letters) before you may feel that these words truly become a part of your **active vocabulary**.*

We hope you enjoy using Practical Business Vocabulary!

Unit 1

WORK AND JOBS

Objectives	Contents
<ul style="list-style-type: none"> - Focuses on key, <i>work-related</i> vocabulary. - Presents some basic expressions to do with <i>jobs and work</i> - Presents phrasal verb: <i>look</i> 	<ul style="list-style-type: none"> - What do you do? - Word Combination with <i>work</i> - Phrasal Verbs with <i>look</i> - Expressions connected with <i>work</i>

A. WHAT DO YOU DO?

To find out what someone's job is, you say '*what do you do?*' or '*What do you do for a living?*' Here, Kerstin talks about her job:

"I *work for* a large European car maker. I *work on* car design. In fact, I *run* the design department and I *manage* a team of designers: 20 people *work under* me. It is very interesting. One of my main *responsibilities* is to make sure that new model designs are finished on time. I'm also *in charge of* design budgets.

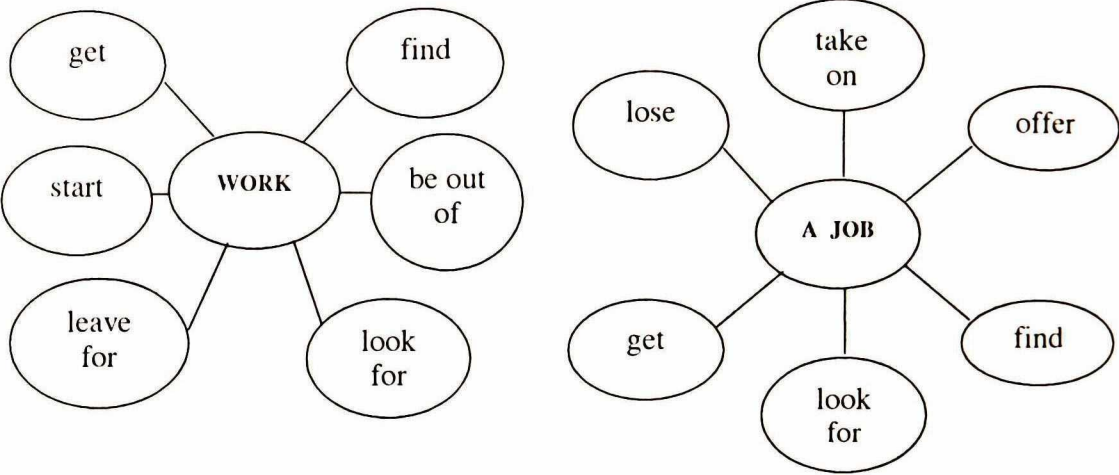
I *deal with* a lot of different people in the company. I'm *responsible for* co-ordination between design and production: I *work with* managers at our manufacturing plants'.

<i>to be in charge of/ to be responsible for</i> <i>responsibility</i>	+ <i>noun / verb-ing</i> + <i>infinitive / -ing</i>
---	--

One of my responsibilities is to make sure/making sure that the work is well-prepared.

The secretary is in charge of the whole company while her boss is away.

B. WORD COMBINATION WITH “WORK” AND “JOB”



It's difficult to get/find/look for work these days.

I've been offered a job in London.

He lost his job after three years' working for the company.

C. EXPRESSIONS CONNECTED WITH “WORK”

Working hours	Reasons for not working
<i>to work in shifts (nights one week, days next)</i>	<i>to go/ be on strike (industrial disputes)</i>
<i>to be on flexi-time (flexible working hours)</i>	<i>to get the sack (thrown out of your job)</i>
<i>to work nine-to-five (regular working hours)</i>	<i>to be made redundant (no longer needed)</i>
<i>to be self-employed (to work for yourself)</i>	<i>to be on/take maternity leave (expecting a baby)</i>
<i>to work overtime</i>	<i>to take early retirement</i>

Types of jobs	Types of work
<i>A <u>full-time job</u> is for the whole of the normal working week.</i>	<i>I have a lot of <u>paperwork</u> to do by tomorrow. (letters/ reports to write, forms to complete)</i>
<i>A <u>part-time job</u> is for less time than that. (You say that someone works full time or part-time).</i>	<i>My father did <u>manual work</u> all his life and was very fit. (hard and physical)</i>
<i>A <u>permanent job</u> does not finish after a fixed period.</i>	<i>I think I'd like <u>the vocational work</u>, like being a nurse or a teacher. (which helps people)</i>
<i>A <u>temporary job</u> finishes after a fixed period.</i>	

D. PHRASAL VERB: “LOOK”

There are a large number of phrasal verbs in English. They are basic verbs which can combine with different prepositions or particles (adverbs) to make verbs with completely new - and often **unguessable** - meanings.

The best way to remember them is to use contexts (words that come before and after them).

LOOK	forward to	<i>I look forward to meeting you next week.</i>
	out	<i>Look out! That car is on the wrong side of the road.</i>
	round	<i>The delegation from Paris want to see the offices and look round the factory.</i>
	into	<i>Leave this problem with me. I'll look into the matter.</i>
	through	<i>I need a few moments to look through my notes before the meeting.</i>
	up	<i>If you don't know his address, I'll look it up in the book.</i>
	up to	<i>All the students looked up to their teacher.</i>

PRACTICE

1. Match the verbs on the left (1-8) with the words on the right (a-h). Use each word or phrase only once. The first one has been done for you.

- | | |
|------------|------------------------|
| 1. earn | _____ a. overtime |
| 2. work | _____ b. self-employed |
| 3. pay | _____ c. a store |
| 4. attend | _____ d. a job |
| 5. see | __1__ e. a salary |
| 6. run | _____ f. income tax |
| 7. take on | _____ g. customers |
| 8. be | _____ h. meetings |

2. Correct the italics in the following sentences.

I work for a French supermarket company. (1) I work *about* the development of new supermarkets. (2) In fact, I *running* the development department and (3) I *am manage* for a team looking at the possibilities in different countries. It's very interesting. (4) One of my main *responsible* is to make sure that new supermarkets open on time. (5) I'm also *charged with* financial reporting. (6) I deal *at* a lot of different organizations in my work. (7) I'm responsible *of* planning projects from start to finish. (8) I work closely *near* our foreign partners, and so I travel a lot.

3. Complete each of the following sentences with the correct word given in the box without changing its form.

deal work manage under of responsibility

- 1. I..... for the Morgans - the aircraft company.
- 2. I the managing plant in Cambridge.
- 3. I am in charge the production team.
- 4. About 120 people work me.
- 5. Coordination between production and design is my
- 6. I with a lot of people in the company and with our customers.

4. Write about each person using words from part D, and the words in brackets. The first one has been done for you.

1. I'm Alicia. I work in a public library in the afternoons from two until six. (I/job) - *I have a part-time job.*
2. My husband works in an office from 9 am to 5.30 pm. (he/job)
3. Our daughter works in a bank from eight till five every day. (she/ work)
4. I'm David and I work in a café from 8 pm until midnight. (I/work)
5. My wife works in local government and she can have this job for as long as she wants it. (she/job)
6. Our son is working on a farm for four weeks. (he/job)
7. My sister is working in an office for three weeks. (she/work)

5. Replace the underlined words with a suitable phrasal verb LOOK.

1. Be careful! There is a car coming.
2. I'm thinking about my next holiday with pleasure.
3. Before you hand your work in, check it carefully.
4. If you don't know the meaning of this word, find it in a dictionary.
5. Could you read this letter quickly and see if there is anything you would like to add to it?
6. At the moment the investigators are examining the cause of the crash.
7. You should be careful. The boss is coming and he is in a bad mood.

6. Test yourself. Write about your father's or mother's job.

Unit 2

RECRUITMENT PROCESSES

Objectives	Contents
<ul style="list-style-type: none">- Looks at issues relating to recruitment processes, applying for a job.- Focuses on how the new words are built by using noun suffixes and compound nouns- Deals with phrasal verb turn	<ul style="list-style-type: none">- Recruitment- Applying for a job- Selection process- Word building:- Noun suffixes- Compound nouns- Phrasal Verb : <i>turn</i>

A. RECRUITMENT

The process of finding people for particular jobs is *recruitment*. Someone who has been recruited is a recruit. The company employs or hires them; they join the company. A company may recruit *employees* directly or use outside *recruiters*, the recruitment agencies or *employment* agencies. Outside specialists called *headhunters* may be called on to *headhunt* people for very important jobs, persuading them to leave the organizations they already work for. This process is called *headhunting*.

B. APPLYING FOR A JOB

Fred is a van driver, but he was fed up with long trips. He looked in the situations vacant pages of his local newspaper, where a local supermarket was advertising for van drivers for a new *delivery* service. He applied for the job by completing an application form and send it in.

Harry is a building *engineer*. He saw a job in the appointments pages of one of the national papers. He applied for it by completing an application form,

sending in his *CV* (*curriculum vitae*_ the ‘story’ of his working life) and a letter explaining why he wanted the job and why he was the right person for it.

WORD BUILDING: Noun suffixes

1. Many nouns are formed by adding a suffix to a verb, an adjective OR a noun.

The meaning of a new word can be learned by analyzing the word. Analysis means looking at the different parts of something. The word *employment*, for example, is made up of the verb *employ* and the suffix *-ment*.

Here are the common noun suffixes:

-ion	select - selection	situate - situation	discuss - discussion
-ment	recruit - recruitment	employ- employment	appoint-appointment
-ation	apply- application	alter - alteration	educate - education
-y	deliver - delivery	recover - recovery	discover - discovery
-ing	build - building	headhunt - headhunting	spell - spelling
-ity	prosper - prosperity	similar - similarity	secure - security
-ness	weak - weakness	happy - happiness	tender - tenderness
-al	arrive - arrival	dismiss - dismissal	refuse - refusal
-ship	leader - leadership	owner - ownership	friend - friendship
-age	short - shortage	marry - marriage	use - usage

Notes:

* Sometimes there is a spelling change, for example, the omission of the final **e** before the suffixes **-ion**, **-ation** (*situate-situation*; *organize-organization*), or the addition of **c** before the suffix **-ation** (*apply - application*).

* The letter **y** changes to **i** before the suffixes **-ation** (*apply- application*; *qualify-qualification*).

* Adding a suffix to a verb or an adjective may change the pronunciation. Nouns ending with **-ion** or **-ity** have the main stress on the syllable before:

educate - education; inform - information

similar - similarity ; punctual – punctuality

2. Common noun suffixes describing people, tools or jobs: -er, -or, -ee, -ist, -ant, (i)an.

-er	recruiter	employer	manager	bottle-opener	cash- dispenser
-or	director	selector	operator	distributor	supervisor
-ee	employee	interviewee	payee	trainee	addressee
-ist	economist	scientist	journalist	psychologist	scientist
-ant	assistant	accountant	applicant	consultant	participant
-(i)an	technician	historian	physician	politician	musician

C. SELECTION PROCESS

Maria - head of recruitment at a telecommunications company - talks about the *selection process*, the method that the company uses to recruit people.

“We advertise in national newspapers. We look at the *backgrounds* of applicants: their *work experience* and their educational *qualifications*.

We invite the most interesting candidates to a group discussion. Then we have individual interviews with each candidate.

After this, we shortlist three or four candidates. We check their references by writing to their *referees*: previous employers or teachers that candidates have named in their applications. If the references are OK, we ask the candidates to come back for more interviews.

Finally, we offer the job to someone, and if they *turn it down* we have to think again. If they accept it, we hire them. We only appoint someone if we find the right person.”

WORD BUILDING: Compound Nouns

A compound noun can be made up of:

- *two nouns*: recruitment processes, employment agencies, application form
- *an adjective + a noun*: backgrounds, shortlist, personal computer
- *a verb-ing + a noun*: booking office, working experience, working hours

Note:

Compound nouns may be written as two words (*credit card*), one word (*backgrounds*) or with a hyphen (*hard-working*).

Phrasal Verb: TURN

TURN {

down = He has been turned down for the fire jobs so far

away (from sth) = Hundreds of people were turned away from the stadium because it was full

on = The dogs suddenly turned on each other

out = The job turned out to be harder than we thought

up = We arranged to meet at 8.30 but he never turned up

PRACTICE

1. Complete the tables below. The first ones have been done for you.

Verb		Noun		Adjective		Noun	
invest		investment		similar		similarity	
manage	.....			able	.....	
supervise	.....			short	.....	
develop	.....			weak	.....	
discuss	.....			popular	.....	
administer	.....			kind	.....	
construct	.....			flexible	.....	
inform	.....			rude	.....	
enquire	.....			equal	.....	

2. Use the suffixes *-er, -or, -ee, -ist, -ant* or *-ian* to give the names of the following.

Example: A person who drives a taxi: a taxi *driver*

1. A person who is being taught how to do a particular job
2. A person who is employed.

3. A machine in or outside a bank from which you can get money from your bank account using a special plastic card.

4. A person who serves customers in a shop/store

5. The person to whom a cheque is made out.

6. A person who applies for a job.

7. A person who studies and writes about economics

3. Match the words on the left (1-10) with the words on the right (a-j). Use each word or phrase only once. The first one has been done for you.

- | | | |
|-----------------|-------|------------|
| 1. head | _____ | a. tax |
| 2. black | ___1_ | b. hunters |
| 3. personnel | _____ | c. agency |
| 4. curriculum | _____ | d. list |
| 5. credit | _____ | e. vitae |
| 6. short | _____ | f. process |
| 7. income | _____ | g. form |
| 8. employment | _____ | h. market |
| 9. selection | _____ | i. manager |
| 10. application | _____ | j. card |

4. Complete each of the following sentences with a suitable compound noun.

1. In most countries, you have to pay on your salary; the amount usually depends on how much you earn.

2. In spite of their different, the employees immediately became friends.

3. The methods that a company uses to recruit people are called

4. They are whose jobs are to find people with the necessary skills to work for a company.

5. A written record of your education and employment that you send when you are applying for a job is called a

6. I've filled in the and send it off, so now I've just got to wait until I hear from them.

7. A is a small plastic one that you can use to buy goods and services and pay for them later.

5. Fill the blank with the correct word in brackets.

1. We need to five new people for our office in Manchester.
(join/recruit)

2. We are using a recruitment to find the right people for us.
(agency/headhunter)

3. They advertised the in the local newspapers last week.
(positions/applicants)

4. We are going to look at all the letters of over the weekend.
(application/situation)

5. On Monday, we will draw up a of 10 or 11 people.
(reference/shortlist)

6. Then we'll invite them all to come for an (interview/
appointment)

6. Replace the words in italics, using the correct form of TURN and the particle that goes with it.

1. I waited half an hour for my friend, but he didn't *come*.

2. Although the dog seemed to be friendly, it would *attack* anyone who fondled it.

3. The manager *refused* his request for a day off.

4. Would you *lower* the gas when the kettle boils?

5. Crowds of people had to be *refused admission* to the theatre.

6. Our visit *proved* to be a waste of time.

7. Test yourself.

1. Write twelve sentences with compound nouns.

2. Write twelve sentences with noun suffixes.



Unit 3

SKILLS AND QUALIFICATIONS

Objectives	Contents
<ul style="list-style-type: none"> - Focuses on terms associated with <i>education</i> and <i>training</i>. - Practises the vocabulary for describing people's qualities. - Practises common adjectives <i>suffixes</i> - Highlights the difference between <i>make</i> and <i>do</i> in their combinations. 	<ul style="list-style-type: none"> - Education and training - Skilled and unskilled - The right person - Adjective suffixes - Expressions with <i>make</i> and <i>do</i>

A. EDUCATION AND TRAINING

Let us hear Margareta and her colleague talking about *education* and *training*.

Margareta: The trouble with graduates, people who's just left university, is that their qualifications are good, but they have no work experience. They just don't know how business works.

Nils: I disagree. Education should teach people how to think, not prepare them for a particular job.

Margareta: Philosophy is an interesting subject, but for our company, it's more useful if you *train* as a scientist and *qualify* as a biologist or chemist - training for a specific job is better.

Nils: Yes, but we just don't need scientists. We also need good managers, which we can achieve through in-house training courses within the company. You know we have put a lot of money into *management development* and *management training* because they are very important. You need to have some management experience for that.

B. SKILLED AND UNSKILLED

A skill is the ability to do something well, especially because you have learned how to do it and practised it. Jobs, and the people who do them, can be described as:

highly skilled	skilled	semi-skilled	unskilled
(car designer)	(car production manager)	(taxi-driver)	(car cleaner)

You can say that someone is:

skilled at or skilled in ... {
+ noun: customer care, computer software
+ -ing: communicating, using PCs

You can also say that someone is:

good with... computers, people, figures

C. THE RIGHT PERSON

Here are four extracts from job advertisements, paying attention to the words in *italics* often used in them.

We are looking for someone who can work on ten projects at once. You must be *talented*, *organized*, *methodical* and *systematic*.

Are you good with figures, *patient* and *attentive* to details?

You will start as a junior clerk, but we offer you the opportunity to make quick progress in our firm.

We are looking for *outgoing* and *persuasive* young people who are good with words and very keen to do well in the job. The post requires long hours of travel away from the office, so you must be *energetic* and *independent*.

We are looking for *ambitious* sales professionals with the talent and drive to develop a *rewarding* career within the IT industry.

WORD BUILDING: Adjective suffixes

1. Many adjectives are formed by adding a suffix to a verb or a noun.

-ive	persuasive	creative	attractive	attentive
-ed	talented	organized	skilled	satisfied
-(i)al	financial	industrial	economical	methodical
-ic:	economic	historic	energetic	scientific
-able	reliable	drinkable	enjoyable	knowledgeable
-ible	flexible	responsible	sensible	comprehensible
-ful	careful	thoughtful	helpful	useful
-less	useless	hopeless	painless	careless
-y	brainy	rainy	sunny	noisy
-ous	courageous	ambitious	prosperous	adventurous
-ing	interesting	demanding	rewarding	challenging

Notes:

Sometimes there is a spelling change. Here are common examples:

- double the consonant, e.g., sun-sunny, fog-foggy
- leave out the final *e*, e.g., create-creative, fame-famous
- leave out the final *s* before **-al**, e.g., economics-economical
- change *y* before **-al**, e.g., industry-industrial

2. The meaning of common adjective suffixes:

-able, -ible means ‘can be done’, e.g., **washable**: something that can be washed; **reliable**: something or someone that can be relied on or trusted; **edible**: something that can be eaten.

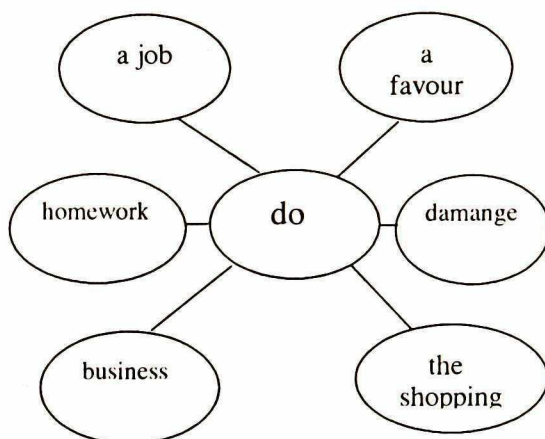
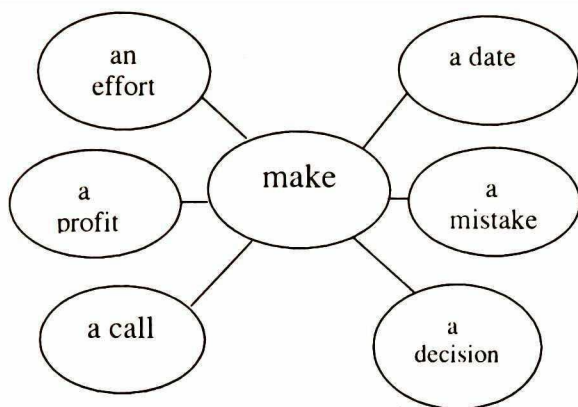
-full means “full of”, e.g., **careful**: full of care; **helpful**: full of help

-less means “without”, e.g., **useless**: has no use; **homeless**: with no where to live; **jobless**: without work.

• Expressions with MAKE and DO

Make is often used for constructive or creative actions.

Do is often used with unspecified actions or to talk about work.



Note:

These rules do not always apply. The best way to avoid making mistakes is to learn them by heart!

PRACTICE

1. Correct the italics in the following sentences about Ravi, using words from part A. One word is wrong in each item.

1. At 18, Ravi decided to stay in full-time *training* and went to Mumbai University.

2. Ravi *qualified* three years later with a degree in philosophy and politics.

3. He taught for a while, but didn't like it. He decided to *educate* as an accountant at evening classes.

4. He qualified *for* an accountant and joined a big accountancy firm in its Mumbai office.

5. When he started, he needed to develop other skills, which would come through *experiments*.

2. Are these jobs generally considered to be highly skilled, skilled, semi-skilled, or unskilled and why? Each expression is used twice.

1. teacher

5. office cleaner

2. brain surgeon

6. labourer

3. car worker on a production line

7. bus driver

4. airline pilot

8. office manager

3. Match the sentences on the left with the correct adjectives or phrases. Use each word or phrase only once. The first one has been done for you.

1. He wants to get to the top.

1 a. ambitious

2. He thinks of other people’s feelings.
3. He can change people’s opinion.
4. He can work alone.
5. He is open and friendly.
6. He can produce new ideas.
7. He doesn’t get tired easily.
8. He regularly checks the quality of his work.

b. outgoing
c. independent
d. attentive to details
e. energetic
f. sensitive
g. creative
h. persuasive

4. Complete the tables below with an adjective or adjectives. The first ones have been done for you.

Noun		Adjective	Verb		Adjective
thought		thoughtful, thoughtless	break		breakable
home		.....	attract		.....
danger		.....	create		.....
knowledge		.....	enjoy		.....
pain		.....	rely		.....
music		.....	wash		.....
comfort		.....	comprehend		.....
fame		.....	accept		.....
dirt		.....	interest		.....

5. Complete these sentences with the correct form of MAKE or DO.

1. I’m afraid I’ve a mistake.
2. We haven’t much progress.
3. That newspaper article a lot of damage to our reputation.
4. I’ll phone round some suppliers and enquiries.
5. Have you business with them before?
6. Did we a profit on that line?
7. He me an offer I couldn’t refuse.
8. What are we going to about this?

6. Test yourself: Write 12 sentences about yourself, using MAKE and DO.

Unit 4

PAY AND BENEFITS

Objectives	Contents
<ul style="list-style-type: none">- Covers all aspects of pays and benefits, including terms: <i>wage</i>, <i>salary</i>, <i>perk</i>, <i>bonus</i>...- Introduces <i>get</i> expressions and its meanings in different contexts.- Presents common <i>prefixes</i> that give opposite meanings.	<ul style="list-style-type: none">- Wages, salary and benefits- Expressions with <i>get</i>- Negative Prefixes- Other prefixes with special meanings

A. WAGES, SALARY AND BENEFITS

My name's Luigi and I'm a hotel manager in Venice. I get paid a *salary* every month. In summer we're very busy, so we work *overtime*. Working in a hotel, we also get nice *perks*, for example free meals!

I'm Ivan and I work as a waiter in London. I like paid wages every week by the restaurant. And I dislike customers who don't give us tips. They are not generous!

I'm Catherine and I'm a saleswoman in Paris. I get a basis salary, plus *commission*. If I sell over a particular amount in a year, I also get extra money – a *bonus*. There are some good *fringe benefits* with this job: I get a company car, and they make payments for my pension. All that makes a good benefits package.

3. X: The people in production get a (c)..... if they reach their targets.

Y: Oh right. They get an extra payment for producing a certain amount.

4. X: The company pays for medical treatment too.

Y: Wow! The (d) sound very nice.

5. X: And they've given me a (e) to go and visit clients.

Y: So you don't have to buy a car, then.

6. X: Besides, the company pays in money for us to get when we don't work any more.

Y: Yes, it's important to get a good (f)

2. Write the correct meaning of GET in each of the following sentences.

1. Where can I get something to eat around here?

2. What time did you get here last night?

3. He got very angry when I told him what you did with his CDs.

4. I couldn't get a room; all the hotels were full.

5. Pregnant women normally get four months' maternity leave.

6. Try to get here on time.

3. Fill in the blanks in the following sentences with the correct phrasal verb: GET

Example: *The company is getting **over** a shortage of workers.*

1. I am sure she has made a good impression last week because she has got to the second round of interviews for the post.

2. Although she had only told her manager about her engagement, the news soon got the whole company.

3. We get only because we live very economically.

4. What have you been getting since we last met?

5. Now that the holiday is over, we should get some work.

6. The boss and the staff get well with each other. They never have quarrels.

4. Write the prefix that forms the opposite meaning of these words.

- | | | |
|-------------------------|-------------------------------|------------------------|
| 1. an ...grateful child | 6. an ...responsible director | 11. an...expensive car |
| 2. an ...patient clerk | 7. ....employed people | 12. an ...regular verb |
| 3. an ..legal deal | 8. an ...possible plan | 13. an ...mature man |
| 4. an...correct answer | 9. ...dependent countries | 14. to ...obey a rule |
| 5. an ...polite letter | 10. ...satisfied customers | 15. an ...lucky person |

5. Put the correct prefix of the words in the sentences below.

1. He needs a good holiday. He's suffering from ____work.
2. This company employs people from all over the world. It's a ____ national one.
3. Britain and France ____operated on the design of a new Concord.
4. Rich nations should give more aid to ____developed countries.
5. Men who once served in the armed services are called ____servicemen.
6. The workers say they're ____paid and want more money.

6. Test yourself. Use your dictionary to find more expressions with GET

She complained to the waiter about the food. (she was not satisfied about it)

2. Adjectives + Prepositions

Many adjectives are followed by a particular preposition. Here is a list of common adjectives and the prepositions that normally follow them.

accustomed to	afraid of	aware of	capable of	dependent on
excited about	famous for	guilty of	interested in	late for
pleased with	responsible for	satisfied with	similar to	suitable for

Examples:

Do you have a colleague who is always **late for** work?

He is only **interested in** himself.

The company is **famous for** its excellent management.

I'm **responsible for** co-ordination between design and production.

3. Phrasal verb: SEE

SEE	off	They <i>saw</i> him <i>off</i> at the airport.
	to	Will you <i>see</i> to the arrangements for the next meeting?
	over	He <i>saw over</i> the land ten times before deciding buying it.
	through	He said he was innocent but they <i>saw through</i> him.
	in	I don't know what she <i>sees</i> in him.
	about	I'll have to <i>see about</i> getting that roof repaired.

PRACTICE

1. Match the sentences (1-6) to the health and safety issues (a-f) in part A. Each can be used more than once.

1. There's all this waste paper but there are no fire extinguishers in the building. ...

2. It's either too cold and we freeze, or too hot and we fall asleep. ...

3. The containers are leaking - one day someone is going to get acid burns.

4. There are no safety guards on the machines; you could easily get injured.
5. Only two people smoke in our office, but even that makes it difficult for me to breathe. ...
6. Caution! This machine must only be used by a trained operator. ...
7. That bottle of acid should be locked in the store room. If it gets on your skin it will burn you. ...

2. Complete these questions with the correct prepositions, then write a short answer (from your imagination) for each one.

- Examples: A: *What is she worried **about**?* B: *Her job, I think.*
1. What job are you applying? B:
 2. A: What program is she listening? B:
 3. A: What did he complain? B:
 4. A: What did she apologize? B:
 5. A: Does this company belong her? B:.....
 6. A: Is she interested any kind of music? B:.....

3. Match the words to form sentences. Use each phrase only once. The first one has been done for you.

- | | | |
|--------------------------|------|-----------------------------|
| 1. He suffers | ___ | a. at me, but it missed |
| 2. She wasn't aware | __1_ | b. from a terrible headache |
| 3. I was very surprised | ___ | c. for a job in Paris |
| 4. He complained | ___ | d. at his choice |
| 5. That suit is similar | ___ | e. of her mistakes |
| 6. She applied | ___ | f. of clothes |
| 7. He threw the book | ___ | g. to the one she's wearing |
| 8. The suitcase was full | ___ | h. about the bad service |

4. Complete the sentences below with your own ideas.

1. My steak was overcooked, so I complained
2. I work hard, but I'm not very good

B. COMMERCE

Commerce is used to refer to business:

- in relation to other fields: “literature, politics and commerce”.
- in relation to government departments that deal with business: the US Department of Commerce.
- in the names of organizations which help business: chambers of commerce.
- on the Internet: electronic commerce or e-commerce

The adjective *commercial* describes money-making business activities:

commercial airline commercial artist commercial television
commercial disaster commercial land

Word building: Abbreviations

Abbreviations are simply the shortening of words and expressions.

- Some common abbreviations come from Latin:

e.g. (exempli gratia = for example)

etc (et cetera = and so on)

NB (nota bene = note well)

i.e. (id est = that is to say)

- Some come from shortened words:

e-commerce, e-mail, sales rep (sales representative), ad (advertisement),
enc.(enclosed), c/o (care of)

- Some are pronounced as individual letters:

CV (curriculum vitae)

UK (United Kingdom)

UN (United Nations)

PC (personal computer)

GNP (Gross National Product)

GDP (Gross Domestic Product)

asap (as soon as possible)

PS (postscript)

PTO (please turn over)

CD (compact disc)

- Some abbreviations are acronyms, i.e. they are formed from the first letters (initials) of a word or series of words and are read as a word:

OPEC (Organization of Petroleum Exporting Countries)

EEC (European Economic Community)

CIF (Cost, Insurance and Freight)

- Some can be pronounced both as a word and as individual letters:

VAT (value added tax) pronounced /væt/ or /vi:eti:/

UFO (unidentified flying object): /'ju:fəu/ or /ju: ef 'əu/

C. ENTERPRISE

In 1970s Britain, there were *state-owned* or *government-owned* companies in many different industries such as car manufacturing and air travel. Some industries had been *nationalized* and were entirely state-owned, such as coal, electricity and telephone services. Others that were bureaucratic and inefficient were *privatized* and sold to investors.

* *Free or private enterprise*: business activity owned by individuals.

WORD BUILDING

1. Compound Adjectives

A compound adjective can be made up of:

<i>a noun + a past participle</i>	state-owned	state-run	self-employed
<i>a noun + a verb-ing</i>	risk-taking	money-making	fund-raising
<i>an adjective + a verb-ing</i>	good-looking	strange-sounding	easy-going
<i>an adverb + a verb-ed2</i>	well-qualified	well-paid	badly-paid
<i>a number + a singular noun</i>	four-star	five-dollar	first-class
<i>an adjective + a noun-ed</i>	warm-hearted	good-tempered	blue-eyed
<i>a noun + an adjective</i>	football-mad	snow-white	sky-blue

Examples:

They are going to build an **eight-lane** highway next month.

The **fund-raising** scheme proposed by the secretary was turned down.

2. Verb Suffixes:

The suffixes -ize, -(i)fy, -en are normally added to adjectives, or sometimes to nouns:

-ize privatize nationalize monopolize

-(i)fy simplify classify beautify

-en broaden shorten widen

Examples:

*This road is very narrow but they are planning to **widen** it.*

*The foreman **simplified** the instructions so that new workers could understand them.*

Phrasal verbs: COME and GO

COME	{	across	= find
		about	= happen
		up against	= be faced with
		on	= hurry up
		over	= affect

GO	{	with	= match
		out with	= be sb's boy/girlfriend
		off	= explode; stop working
		in for	= enter a competition...
		on	= continue

PRACTICE

1. Correct the mistakes using words and expressions from part A.

Example: *Before we employ people, we like to put them in job situations to see how they do the work and fit into the corporate ladder. → corporate culture*

1. The economy is growing and corporate headquarters are rising.
2. The rules were introduced to protect women working in factories, but today they make it harder for women to climb the corporate image.
3. Companies hit by computer crime are not talking about it because they fear the publicity will harm the corporate profits.
4. The company has built a grand corporate logo as a permanent symbol of its power.
5. Our stylish new corporate culture shows our wish to be seen as a more international airline.

2. Choose the best word in each of the blanks for the sentences below. Circle the letter for your answer.

The economy of Eastern Europe has changed a lot. Twenty years ago, the main industries were completely nationalized and many companies were owned by the (1) They did not work well. They were inefficient and (2) Now governments are trying to (3) them, but it is not easy to find (4) People don't want to put money into the old companies. However, some people are happy to (5) their money on new business and there are signs that a new enterprise (6) is growing.

- | | | |
|-------------------|---------------|----------------|
| 1. A nation | B state | C country |
| 2. A automatic | B diplomatic | C bureaucratic |
| 3. A privatize | B nationalize | C enterprise |
| 4. A corporations | B firms | C investors |
| 5. A save | B risk | C sell |
| 6. A culture | B commerce | C concern |

3. What does each of the following abbreviations stand for?

1. CIF
2. FOB
3. IMF
4. SME
5. RAM

6. NAFTA
7. WTO
8. ASEAN
9. APEC
10. NATO
11. GDP
12. CEO
13. rep
14. UNO
15. asap

4. Complete the sentences below with the most suitable word to make a compound adjective.

1. She is extremely well-..... for the job. Sooner or later she'll get a promotion.
2. Last summer we stayed in a five-..... hotel.
3. There is a shop in the corner that sells things for left-..... people.
4. He just got a -time job; he works eight hours every day.
5. Like lots of charities, we employ a person to organize our -raising activities.
6. I work for myself. I have been self-..... for ten years.

5. Complete the sentences below with the correct form of the word given.

1. Foreign travel will your working experience. (broad)
2. The application forms have now been (simple)
3. The state-owned company is investing \$ 10 million to its factory. (modern)
4. They the town with trees on both sides of the main streets. (beauty)
5. The government should controls on the sale of alcohol. (tight)

6. Replace the underlined words with a phrasal verb with COME or GO.

1. While the manager was going through his drawers he found these old company documents.

2. Before we continue, let's examine the solutions to this problem.

3. We were faced with several problems when the company reduced the number of staff.

4. You shouldn't wear those red socks; they don't match your grey suit.

5. A bomb has exploded and several people in the factory have been hurt.

6. I don't understand how these difficulties happened.

7. Hurry up! We *have to be* at the interview in 10 minutes.

7. Test yourself. Write 12 sentences about yourself, your family and your town using a different compound adjective in each one.

Unit 7

MARKETS AND MARKETING

Objectives	Contents
<ul style="list-style-type: none">- Concentrates on terms associated with <i>markets</i> and <i>marketing</i>- Introduces the notion of <i>marketing</i> and <i>market orientation</i>- Presents and practise the verbs followed by to-infinitive and/or -ing form	<ul style="list-style-type: none">- Companies and markets- Marketing- Market Orientation- Parts of Speech:<ul style="list-style-type: none">- Verbs + <i>to-infinitive</i>- Verbs + <i>-ing</i> form- Verbs + <i>base</i> form- Verbs + <i>-ing</i> form or infinitive

A. COMPANIES AND MARKETS

Buyers and sellers of particular goods or services in a place, or those that might buy them, form a market. If a company:

enters/ penetrates	} a market:	it starts selling there for the first time.
abandons/leaves		it stops selling there.
dominates		it is the most important company selling there.
monopolizes		it is the only company selling there.
drives another company out of		it makes the other company leave the market, perhaps because it can no longer compete.

B. MARKETING

Marketing is the process of planning, designing, pricing, promoting and

distributing ideas, goods and services, in order to *bring about* the satisfaction of the customer’s needs, so as to make a profit.

This *involves choosing* customers and designing a persuasive *marketing mix* to get them to buy. The mix includes the four Ps:

- Product** deciding what to sell.
- Price** deciding what prices to charge.
- Place** deciding how it will be distributed and where people will buy it.
- Promotion** deciding how the product will be supported with advertising, special activities, etc.

C. MARKET ORIENTATION

Marketers often talk about market orientation: the fact that everything they do is designed to meet the needs of the market. They may describe as market-driven, market-led or market-oriented.

• Forms of the verbs

1. Verbs + to - infinitive

The following verbs are usually followed by *to + infinitive*:

agree	arrange	decide	demand	expect	fail	hope	learn
manage	need	offer	plan	promise	refuse	tend	train
							want

Examples:

*I have **arranged to meet** the visitors at the factory.*
*We were very busy, but we **managed to finish** before 6 p.m.*

2. Verbs + -ing form

The following verbs are usually followed by the *-ing* form:

avoid	admit	consider	can't stand	deny	enjoy	finish	give up
feel like	imagine	involve	like	mind	postpone	put off	risk
							suggest

Examples:

*Some people **can't stand working** at night.*

*I don't **mind driving** during rush hour, but I avoid taking crowded highways.*

3. Verbs + **base form**

Two common verbs followed by an object + *base form* are: **make** and **let**.

* We use **make** to talk about something we have to do (but don't want to do):

*She wanted to go home, but her boss **made her stay**.*

* We use **let** when we talk about being given permission for something:

*My boss **let me have** the afternoon off to go to my sister's wedding.*

4. Verbs + **-ing form or infinitive**

Some verbs can be followed either the *-ing form* or *infinitive* and the meaning of the verb changes. Here are common examples:

*I **remember sending** them the cheque. (I sent it and I can remember now that I did).*

*I **remembered to send** them the cheque. (I remembered, and then I sent it).*

Phrasal verbs: BRING

BRING	{	about	= What has brought about the rapicl change in your company
		back	= Please bring back the library books by the end of the weak
		down	= We aim to bring down prices on computer
		in	= They want to bring in a bill to limit goods exports
		forward	= Please bring the matter forward at the next meeting

PRACTICE

1. Choose the best word in each of the blanks for the sentences below. Circle the letter for your answer.

1. We are well- known in America, but now we want to the European market.

A compete

B entrance

C penetrate

2. Sales are much higher this year because we have spent a lot on

- A selling B distributing C marketing

3. First we did a survey to find out about customer

- A wants B needs C uses

4. Then we designed all our to include the special features that people want.

- A goods B benefits C products

5. We bought out our only competitor so we could the market in coffee.

- A compete B front C edge

6. Our included a competition in all the major gardening magazines where the prize was a set of our furniture.

- A presenting B promotion C persuasion

7. Most importantly, we've made sure all our are very competitive because our customers want value for money.

- A prices B costs C charges

8. We were not out of business by the large supermarket chains.

- A left B driven C abandoned

2. Match the sentence beginnings (1-5) with the correct endings (a-e).
The sentences all contain expressions from part C.

1. Farms are now more market-oriented	a. such as Microsoft and Sony, are in
2. Since the 1980s, Britain has had much more market-led	several markets at once
3. Many market-led growth businesses,	b. and the audience decides the direction it takes.
4. Lack of investment and market-orientation	c. led to falling sales profits
5. American TV is a market-driven industry,	d. and less dependent on government money
	e. approach to economics

3. Complete the following letter. Put the verbs in brackets into either the -ing form or to + infinitive.

Dear Mr Williams,

Thank you for your letter of 12 June in which you stated that you are considering (1) (place)..... an order for our special wine.

We can arrange (2) (supply) you with an initial order of 1,000 cases, and I enclose our current price list, which I believe you will find very competitive. If you decide (3) (go) ahead with the order, we will agree (4) (give) you the 15% discount. You mentioned that you wanted (5) (market) the wine under your brand name, which will involve (6) (change) the labels. I would suggest (7) (get)the labels printed here. I have contacted our personal printer for a quotation and I hope (8) (be) able to send you a price soon.

Please do not hesitate (9) (contact) me if you have any further enquiries. I look forward to(10) (hear)..... from you soon.

Yours sincerely,

Piet Brown

Managing Director

4. Complete the sentences using the verbs from the box in the -ing form.

apply	film	lose	meet	negotiate	speak	wait
-------	------	------	------	-----------	-------	------

- 1. We don't know the final cost of the TV programme until the production company finishes..... .
- 2. Rupert Murdoch of News International risked..... millions of pounds when he launched his satellite company Sky.
- 3. If you do a business course in England you will be able to practise..... every day.
- 4. I have had to put off..... the designers because I am too busy this week.
- 5. As a buyer for a large chain store, part of my job involves..... competitive prices with suppliers.

6. I am afraid the manager is busy at the moment. Would you mind..... a few minutes?

7. There is no point..... for the share now- the offer closed last week.

5. Replace the underlined words with the correct form of the phrasal verb: BRING.

1. They want to introduce a new bill to limit computer export.

2. Can you return the money you borrowed last week?

3. Unpopular economic policies forced the government to resign.

4. We aim to reduce prices on all our computers.

5. Can you explain what caused these problems?

6. The government are trying to make the price of houses cheaper.

6. Test yourself. Write 12 sentences with “make” and “let”+ base form.

Unit 8

SALES AND NEGOTIATION

Objectives	Contents
<ul style="list-style-type: none"> - Looks at some aspects of sales and its common uses. - Presents four stages of negotiation and some negotiations styles. - Serves to highlight the word combinations: <ul style="list-style-type: none"> - <i>noun + preposition</i> - <i>verb + noun + preposition</i> - <i>preposition + noun</i> 	<ul style="list-style-type: none"> - Sales - Uses of 'sale' - Parts of speech: Nouns + prepositions - Negotiation - Negotiation styles - Verb + Noun + Preposition Combination - Preposition + Noun

A. SALES

Sales describes what a business sells and the money it receives for it.

Mrs Pat Lawrence is having a sales meeting with her sales team:

"Our *sales figures* and *turnover* (money received from sales) in the last year are good, with *revenue* (money from sales) of 14.5 million euros, on *volume* of 49 boats. This is above our *target* (a result that you try to achieve) of 13 million euros. We estimate our *sales growth* next year at ten per cent, as the world economy looks good and there is *demand for* our products, so my sales forecast is that there will be a *rise in* turnover."

1. Uses of the word "sale"

- a. make a sale sell something
- b. be on sale/for sale be available to buy
- c. unit sales the number of things sold

- d. sales a company department that deals with selling its products
- e. A sale a period when a shop sells its goods at a lower price than usual
- f. **The sales** a period when a lot of shops are having a sale

2. Parts of speech: Nouns + Prepositions

Here is a list of nouns and the prepositions normally used with them.

advantage of	advice on	application for	benefit of	cause of
cost of	contact with	demand for	difference between	
fall in/ of	increase in	interest in	lack of	matter with
need for	price of	reply to	request for	trouble with

*She has the **advantage of** a good education.*

*There has been a large **fall in** unemployment over the last few months.*

B. NEGOTIATION

A *negotiation* is a business discussion between people who have different interests. During a negotiation they try to *find a solution to* a problem or reach an agreement. John Rix is an *expert on* negotiation: He points out four main negotiation phases.

- a. *The preparation phase:* Work out what you want and which are the main priorities.
- b. *The debating phase:* Try to find out what the customer wants. Use open questions and listen to your customer.
- c. *The proposal phase:* Suggest some of the things you could trade. Be patient and listen to the customer’s proposals.
- d. *The bargaining phase:* Indicate what you will actually trade. Here you exchange conditionally particular points *in turn*. Remember to write down the agreement.

C. NEGOTIATION STYLES

When you are negotiating with people from other cultures, it’s important to think about what they consider as normal behaviour. You’ll need to think about the following:

body language conversational rules attitudes to time
relationship building physical contact

1. Verb + Noun + Preposition Combinations

Here is a list of verbs + nouns + prepositions

find solution to	pay attention to	give priority to	show respect for
take care of	take advantage of	make use of	catch sight of
cause damage to	make way for	tell the difference between	

*They didn't **pay attention to** what the director said.*

*Try to **make use of** every opportunity that arrives.*

2. Prepositions + nouns

at your convenience	at a profit/loss	by cheque	by mistake	for sale
out of order	in a hurry	on sale	on business	in
advance	in debt	on loan	on time	in
order	in writing	with reference to		

Can you telephone me at your convenience to arrange the meeting? (at a suitable (time/place))

Could you please confirm your order in writing?

PRACTICE

1. Match the word combinations (1-7) to their definitions(a-f).

Sales	1 figures	a. money received from sales (2 expressions)
	2 forecast	b. sales aimed for in a particular period
	3 growth	c. the number of things sold
	4 revenue	d. increase in sales
	5 target	e. statistics showing the amount sold
	6 turnover	f. sales predicted in a particular period
	7 volume	

2. Match each use of the word *sale* with the correct meaning (a-f) from part A1.

- 1. I didn't pay the full price for these shoes. I bought them in a sale.
- 2. I mean the Christine who works in Sales, not the one in Accounts.
- 3. Nothing is more satisfying to salesperson than making a sale.
- 4. People queued all night for the beginning of the January sales.
- 5. The model will go on sale in the UK from next March.
- 6. Volkswagen's sales rose to 1,954,000 cars from 987,000 a year earlier.

3. Complete the sentences below using a noun from box A and a preposition from box B. The first one is an example.

A

difference	price	cheque	invitation
reply	experience	request	advantage

B

of	of	of	to	to	for	for
between						

- 1. Thank you very much for your invitation to the party.
- 2. At the moment the bank is considering our a large overdraft.
- 3. In my opinion, the having a credit card is that you can pay for things over the phone.
- 4. Have we received a that letter we sent them last week?
- 5. Yes, they have paid us. We received a \$1600 a few days ago.
- 6. I don't think he would be suitable for the job in Tokyo. He has had very little working overseas.
- 7. In the long term, inflation is linked to the raw materials.
- 8. Is there any these two fax machines? They look the same to me.

4. Rewrite the sentences below using one of the phrases in the box.

out of order, in a hurry, at a loss, by car, on time, for sale, in debt, on order

Example: This machine doesn't work. This machine is *out of order*.

- 1. We expect delivery of the goods soon.
- 2. My house is on the market.
- 3. The train did not arrive late.
- 4. We lost money when we sold the car.
- 5. He owes money.
- 6. Quick! I can't wait.
- 7. I usually drive to work.

5. Fill in the blanks with a suitable preposition.

- 1. The government should give top priority education.
- 2. We took full advantage the hotel facilities.
- 3. Mary takes care the marketing process.
- 4. You should make use your contacts customers.
- 5. The company manager has found a solution the shortage of workers.

6. Test yourself. What are the correct prepositions that follow these words: *consist, comply, insist, congratulate, thank*. Write five sentences with them.

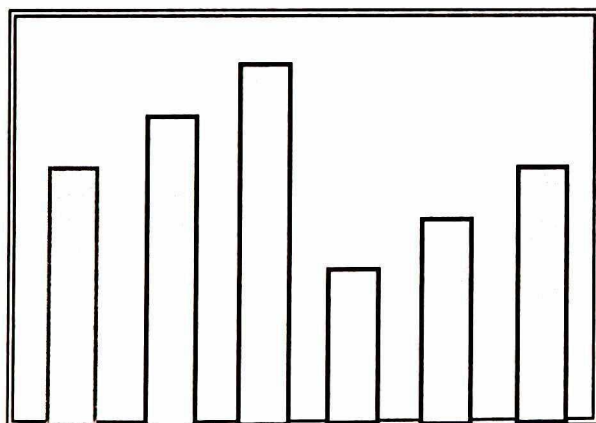
Unit 9

DESCRIBING TRENDS

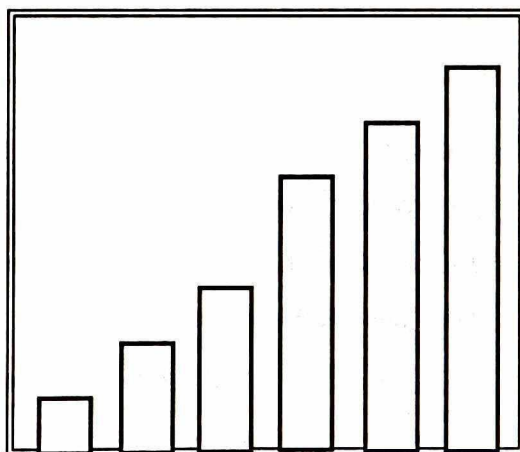
Objectives	Contents
<ul style="list-style-type: none"> - Focuses on the key language, including terms used for describing trends/changes/ graphs. - Introduces and practises: - <i>Verbs, nouns, adjective, adverbs</i> used to describe changes in a market. 	<ul style="list-style-type: none"> - Describing changes - <i>Verbs and nouns</i> used to <i>describe changes</i> - <i>Adjectives and adverbs</i> used to <i>describe changes</i> - Giving causes and reasons - Expressions to describe causes and results

A. DESCRIBING CHANGES

US SALES



EXPORTS



1985 1986 1987 1988 1989 1990







1985 1986 1987 1988 1989 1990

Sales to the UK market *rose steadily* between 1985 and 1987. There was a *dramatic decrease* in 1988 when our main distributor went out of business.

Sales *recovered sharply* in 1989 and the *slight improvement* in 1990 brought us back to the 1985 level.

There was a *sharp rise* in exports in 1986. They *went up slightly* in 1987 when we began to break into the US market. They *rose dramatically* in 1988 when we signed the new agency agreements and there was a *steady increase* in 1989 and 1990.

1. Some verbs and nouns are used to describe changes in a market.

VERB	NOUN	MOVEMENT	VERBS	MOVEMENT
<i>increase</i>	<i>increase</i>		leap	
<i>go up</i>	<i>go up</i>		jump	
<i>rise</i>	<i>rise</i>		soar	
<i>raise</i>	<i>raise</i>		surge	
<i>fall</i>	<i>fall</i>		skyrocket	
<i>decrease</i>	<i>decrease</i>			
<i>level off</i>	<i>level</i>		plummet = go down sharply	
<i>fluctuate</i>	<i>fluctuation</i>			

Notes:

The verbs ‘rise’ and ‘raise’ are used differently in the sentences below.

Prices *rose sharply*. (the prices went up on their own.)

Our suppliers ***raised*** their prices sharply. (Someone put them up.)

to level off means to remain steady or stable.

to fluctuate means to change frequently in size

Pay attention to the pronunciation of the two-syllable words. The stress falls on the first syllable if the word is a noun and the second syllable if it is a verb.

We need an ***increase*** in production.

We need to increase our production.

2. Some adjectives and adverbs are used to describe changes.

ADJECTIVE (describes a noun)	ADVERB (describes a verb)	TYPE OF CHANGE
<i>slight</i>	<i>slightly</i>	<i>very small</i>
<i>sharp</i>	<i>sharply</i>	<i>sudden, large</i>
<i>dramatic</i>	<i>dramatically</i>	<i>sudden, very large</i>
<i>steady</i>	<i>steadily</i>	<i>regular(not sudden)</i>
<i>rapid</i>	<i>rapidly</i>	<i>fast</i>

B. GIVING CAUSES AND REASONS

Car dealers are reporting lower sales of new cars. This is *a result of* a recent fall in demand. It will *lead to* a surplus of cars on the market and some automobile manufacturers are likely to cut prices.

Trend: Car dealers report lower sales of new cars
Cause: A recent fall in demand
Results: A surplus of cars on the market; Automobile manufacturers cut prices

• Words and expressions to describe causes and results

CAUSES	RESULTS
This is a result of/ due to/ because of...	As a result, ...
This results from ...	It will lead to/ result in ...

PRACTICE

1. Complete the sentences with the correct form of the verbs *raise* or *rise*.

- The Chancellor has just the duty on petrol.
- The sun in the east and sets in the west.
- Our share price has recently.

4. She an important point at the meeting yesterday.
5. Bank lending rates by 0.5% last month.
6. Could I a question?

2. Look at these headlines containing words from A1 and say whether the statements about them are true or false.

1. VENDOME JEWELLERY AND WATCH SALES LEAP
- *Sales have risen by a small amount.*
2. STERLING PLUMMETS AS US DOLLARS WEAKENS
- *The British pound has fallen a lot in value, but the US dollar has fallen less.*
3. PARADISO INFLATION SKYROCKETS
- *Prices in Paradisco have fallen sharply.*
4. JAPANESE TRADE SURPLUS SOARS
- *The difference between Japanese imports and exports has increased a lot.*
5. FORD PROFITS UP AS CAR SALES CONTINUE TO SURGE
- *Ford Profits have increased thanks to rapidly rising car sales.*

3. Rewrite the sentences below using verbs and adverbs.

Example: There has been a sharp rise in exports in 1986.

→ The exports have risen sharply in 1986.

1. There was a slight increase in the number of workers in the factory.
→
2. There was a steady growth in GDP in the Philippines from 1986 to 1988.
→
3. There was a dramatic fall in gas prices in March.
→
4. There has been a rapid rise in petrol prices recently.
→

5. There was a sharp decrease in profits.

→

4. Complete the passage below with the most suitable word:

1988 was year (1)... success and achievement (2)..... the BP group. We concentrated (3) ... core businesses and developed our sound strategic policy.

A fall (4) oil prices (5) to a decrease (6) profits, but there was an (7) in oil and gas production.

We can look forward (8) the years ahead, confident of further growth.

5. Complete the sentences below with words from B.

Example: *A recent fall in demand for cars led to a surplus of cars on the market.*

1. The increase in sales costs the rise in spending on advertising.

2. The big orders from Japan a recovery in sales.

3. The staff reductions the factory automation.

4. The rise in distribution costs the increase in petrol prices.

5. The factory automation an increase in productivity.

6. Test yourself. Write a few sentences about the following trend, describing the causes and results.

"People are living longer than they used to."

Unit 10

TELEPHONING

Objectives	Contents
<ul style="list-style-type: none">- Provides learners with different types of telephones.- Focuses on basic telephoning skills- Offers learners the chance to practise how to make a phone call, give and take messages.	<ul style="list-style-type: none">- Types of telephones- Phoning scenario<ul style="list-style-type: none">- Asking to speak to someone- Giving and taking messages- Making arrangements

A. TYPES OF TELEPHONES

- **public telephone/ pay phone**: phone in a public place operated with money, a credit card or phone card.

- **Mobile phone, mobile/ cell phone/ cellular phone, cellular**: a phone you can take with you and use anywhere.

- **WAP phone**: a mobile phone with access to the Internet (WAP = wireless application protocol).

- **Extension**: one of a number of phones on the same line, in a home or office.

- **Cordless phone, cordless**: an extension not connected by a wire, so you can use it around the house or in the garden.

- **Pager**: allows you to receive the written messages.

- **Webcam**: a camera attached to a computer and phone line, so two people talking on the phone can see each other.

- **Video phone**: a special phone with a screen so you can see the other person.

Webcams and video phones enable **videoconferencing** : holding a meeting with people in different locations.

B. PHONE, CALL AND RING

- to give someone a call/a bell/ a buzz
- to make a telephone call
- to call / phone/ telephone/ ring (up) someone

C. PHONING SCENARIO

You want to phone some one in a company. You pick up the phone. You hear the *dialing tone* and dial the number on the *keypad*. You don't know the person's *direct line* number, so you dial the number of the company's *switchboard*. One of these things happens:

- a. The number rings but no one answers.
- b. You hear the *engaged one/ busy tone* because the other person is already talking on the phone. You *hang up* and try again later.
- c. You *get through*, but not to the number you wanted. The person who answers says you have got the *wrong number*.
- d. The *operator* answers. You ask for the extension of the person you want to speak to.
- e. You are *put through* to the wrong extension. The person offers to transfer you to the right extension, but you are *cut off* - the call ends.

- Asking to speak to someone

- Can you put me through to extension 123, please?
- Can I have extension 123, please?
123, please.

- One moment, please.
- I'm putting you through
- The extension / line is ringing for you .

Sorry to keep you waiting.

I 'll call back later.

I phone a moment ago, but
I was cut off.

- Giving and taking messages

- I'm calling about...
- I'm calling to confirm that..
- Could I leave a message?
- Could you tell Y that ...?
- Could you ask Y to call me back? My number's...

I'll ask him/ her to call you
when he/ she gets back.

- I wonder if you could call back later?
- Can I ask who's calling?
- Which company are you calling from ?
- May/ Can I ask what it's about?
- May/ Can I take a message?

- Taking messages: checking information

a. I'm sorry, I didn't catch your name. Could you spell it please?

- b. Did you say your number is 624 426?
- c. Is that B for Bravo or V for Victor?
- d. Where did you say you're calling from?
- e. The code for the Sweden is 49, right?
- f. Is that Ginola like the football player?

- Making arrangements

You get through to the person you want to speak to and fix a meeting .

- Can/Shall we fix/ arrange a meeting/an appointment?
- Would it be useful to meet up soon?

- I'll (just) get/ check my diary.

- How about Monday?
- What about Wednesday?
- Would Friday be suitable?
- Would Tuesday suit you?
- Shall we say Thursday?

- That's fine
- I can't/ won't be able to make Monday.

PRACTICE

1 Which equipment in part A would each of these people use?

1. A lawyer who needs to stay in contact in court, but can't have a ringing phone.
2. A building contractor who works in different places.
3. Someone who wants to stay in touch whilst they are in the garden.
4. A company manager who wants to discuss something with managers in different offices at the same time.
5. A computer enthusiast who wants to see the person she is talking to.
6. Someone who is out but doesn't have a mobile.

2. Which of these sentences containing expressions from part B are correct? Correct the mistakes from the wrong sentences.

1. It would be good to see Anna soon. I'll phone to her and see when she's free.

2. I gave Brian a call yesterday and we had a long chat.

3. Why don't you ring up at Pizza Palace and order some take-away pizza?

4. I rung them five minutes ago, but there was no answer.

5. Call me up next time you are in New York.

6. Give me a ring when you are next in London.

7. I'll give her the bell and we'll fix up a meeting.

8. When you get some news, make me a buzz.

3. Look at part C (taking message). Match the responses (1- 6) with the questions (a-f).

1. No, actually it's 46

2. It's Valladolid with a V at the beginning, V for Victor.

3. No, 642 246.

4. Springer Verlag in Hamburg.

5. Krieslovski. K-R-I-E-S-L-O-V-S-K-I.

4. Put the conversation into a logical order. Annelise Schmit (AS) gets through to James Cassidy (JC).

1. AS: Fine thanks. I'm going to be in London on Tuesday and Wednesday next week. How about meeting up to discuss how Megabook and Sprenger might work together?

2. AS: Hello. This is Annelise Schmidt. You remember we met at the Frankfurt Book Fair last month?

3. AS: Look forward to seeing you then. Bye.

4. AS: Sounds good. Shall I meet you at your office? I've got the address.

5. AS: Yes that's fine.

6. JC: James Cassidy.
7. JC: Goodbye.
8. JC: I just check my diary. I won't be able to make Tuesday. I've got to go to Manchester. Would Wednesday suit you? How about lunch?
9. JC: OK. See you on Wednesday at 12.30, then.
10. JC: Yes, how are you?
11. JC: Yes, Why don't you come round here at about 12.30? Ask for me at reception and I'll come down.

5. Test yourself. Write 12 words about the types of telephones without referring to A.

GLOSSARY

ABBREVIATIONS

adj = adjective

adv = adverb

conj = conjunction

n = noun

v = verb

abandon [ə'bændən] (v)

ability [ə'biliti] (n)

absent-minded

['æbsənt'maindid] (adj)

access ['ækses] (n)

account for [ə'kaunt fɔː, fə] (v)

accustomed to [ə'kʌstəmd tə:] (adj)

achieve [ə'tʃi:v] (v)

administer [əd'ministə] (v)

administration [əd'minis'treɪʃn] (n)

advantage of [əd'vɑːntɪdʒ, əv] (n)

adventurous [əd'ventʃərəs] (adj)

advice [əd'vaɪs, ɒn] (n)

aggressive [ə'ɡresɪv] (adj)

agree [ə'ɡri:] (v)

aircraft company

['eəkrɑːft 'kʌmpəni] (n)

alteration [ˌɔːltə'reɪʃn] (n)

ambitious [æm'biʃəs] (adj)

amount [ə'maʊnt] (n)

applicant ['æplɪkənt] (n)

appointment [ə'pɔɪntmənt] (n)

approach [ə'prəʊtʃ] (n, v)

bỏ rơi

khả năng

sao nhãng, đăng trí

tiếp cận

giải thích

quen, thích nghi với

đạt được

người quản lí, thi hành

sự điều hành, điều phối

thuận lợi về, lợi thế về...

có tính chất phiêu lưu, mạo hiểm

lời khuyên về ...

hiếu thắng, hiếu chiến

đồng ý, tán thành

công ty hàng không

sự thay đổi

có tham vọng

số lượng

người xin việc

cuộc hẹn

tiếp cận, phương pháp

arrange [ə'reindʒ] (v)	sắp xếp
attached to [ə'tætʃt] (v)	gắn bó với
attack [ə'tæk] (n,v)	tấn công
attend [ə'tend] (v)	tham dự, tham gia
attitude ['ætɪtju:d] (n)	thái độ
available [ə'veɪləbl] (adj)	có sẵn
avoid [ə'vɔɪd] (v)	tránh
aware (of) [ə'weə, əv] (adj)	ý thức, nhận thức về..
background ['bækgraʊnd] (n)	bối cảnh
bankruptcy ['bæŋkrəptsi] (n)	sự phá sản, vỡ nợ
bargain ['bɑ:ɡɪn] (n,v)	(sự) mặc cả
bonus ['bəʊnəs] (n)	tiền thưởng, lợi tức chia thêm
bottle- opener ['bɒtl,əʊpənə] (n)	cái mở nút chai
brand name ['brænd neɪm]	tên nhãn hiệu
budget ['bʌdʒɪt] (n)	ngân sách
bureaucratic [,bjʊərə'krætɪk] (adj)	quan liêu
can't stand [kɑ:nt , stænd] (v)	không thể chịu đựng
candidate ['kændɪdɪt] (n)	ứng cử viên
capable of ['keɪpəbl, əv] (adj)	có khả năng về...
cash- dispenser [kæʃ,dis'pensə] (n)	máy phát tiền
catch sight of [kæt,sait, əv] (v)	bắt gặp, nhìn
cause [kɔ:z] (n,v)	nguyên nhân, gây ra
cellular phone ['seljʊlə, fəʊn] (n)	điện thoại di động
chambers of commerce ['tʃeɪmbə, əv'kɒmə:s] (n)	phòng thương mại
charged with [tʃɑ:dʒ, wɪð] (v)	bị buộc tội
charity ['tʃærɪti] (n)	từ thiện
chemist ['kemɪst] (n)	nhà hóa học
classify ['klæsɪfaɪ] (v)	phân loại
clerk [klɑ:k] (n)	nhân viên
client ['klaɪənt] (n)	khách hàng
code [kəʊd] (n)	mã số
commercial disaster	thiệt hại về thương mại

[kə'mə:ʃl,dɪ'zɑ:stə] (n)	nơi dành cho buôn bán
commercial land [kə'mə:ʃl,lænd] (n)	tiền hoa hồng
commission [kə'mɪʃn] (n)	đối thủ, người cạnh tranh
competitor [kəm'petitə] (n)	phản nản (với (ai) khiếu nại về...)
complain (to/about) [kəm'pleɪn](v)	có thể hiểu được
comprehensible[,kɒmpri'hensəbl](adj)	tập trung vào..
concentrate (on) ['kɒnsntreit] (v)	sự chạm trán, đối chất
confrontation [,kɒnfrʌn'teɪʃn] (n)	kết nối
connect (to/) with [kə'nekt] (v)	bao gồm
consist (of) [kən'sɪst] (v)	có tính chất xây dựng
constructive [kən'strʌktɪv] (adj)	cố vấn, người tư vấn
consultant [kən'sʌltənt] (n)	liên lạc với..
contact (with) ['kɒntækt](n)	người đầu thầu, thầu khoán
contractor [kən'træktə] (n)	đóng góp, góp phần vào
contribute (to) [kən'tribju:t] (v)	thuận tiện
convenience [kən'vi:njəns] (n)	thuyết phục
convince [kən'vɪns] (v)	sự kết nối, phối hợp
co- ordination [kou,ɔ:di'neiʃn] (n)	điện thoại không dây
cordless - phone (n)	khẳng định
confirm [kən'fə:m] (v)	hình ảnh công ty
corporate image ['kɔ:pərit,'ɪmɪdʒ] (n)	nấc thang nghề nghiệp
corporate ladder ['kɔ:pərit,'lædə] (n)	biểu tượng công ty
corporate logo ['kɔ:pərit,'louɡəʊ] (n)	lợi nhuận công ty
corporate profit ['kɔ:pərit, 'prɒfɪt] n)	dũng cảm
courageous [kə'reɪdʒəs] (adj)	có tính sáng tạo
creative [kri:'eɪtɪv] (adj)	tội ác
crime [kraɪm] (n)	chỉ trích
criticize ['krɪtɪsaɪz] (v)	giá hiện hành
current price ['kʌrənt, praɪs] (n)	cắt giảm
cut off ['kʌt'ɔ:f] (v)	máy móc nguy hiểm
dangerous machinery	
['deɪndʒərəs,mə'ʃɪ:nəri] (n)	
deal with [di:l, wɪθ] (v)	giải quyết

debate [di'beit] (n,v)	tranh cãi, thảo luận
decision [di'siʒn] (n)	sự quyết định
decrease ['di:kri:s] (v,n)	giảm, sự suy giảm
delegation [,deli'geiʃn] (n)	sự uỷ quyền, uỷ thác
delivery [di'livəri] (n)	sự phân phát
demand [di'mɑ:nd] (v)	yêu cầu
deny [di'nai] (v)	chối cãi
depend on [di'pend ɔn] (v)	phụ thuộc vào
design [di'zain] (n)	thiết kế
dial ['daɪəl] (n,v)	quay số
diary ['daɪəri] (n)	nhật ký
diplomatic [,diplə'mætik] (adj)	thuộc về ngoại giao
direct line [di'rekt lain] (n)	đường dây nóng
discovery [dis'kʌvəri] (n)	sự khám phá
dishonest [dis'ɔnist] (adj)	không trung thực
dislike [dis'laɪk] (v)	không thích
dismiss [dis'mis] (v)	sa thải
dismissal [dis'misəl] (n)	sự sa thải
distribute [dis'tribju:t] (v)	phân phát, phân loại
dominate ['dɒmineɪt] (v)	chi phối, thống lĩnh
dramatic [drə'mætik] (adj)	lớn mạnh; đáng kể
edge [edʒ] (n)	bờ, rìa, mép
edible ['edɪbl] (adj)	có thể ăn được
education [,edju:'keɪʃn] (n)	giáo dục
electronic [,ilek'trɒnik] (adj)	thuộc điện tử
emphasize ['emfəsaɪz] (v)	nhấn mạnh
employment [im'plɔimənt] (n)	việc làm, công việc
energetic [,enə'dʒetɪk] (adj)	có năng lực
engaged [in'geɪdʒd] (adj)	bận
enquire [in'kwaɪə] (v)	đòi hỏi
enterprise ['entəpraɪz] (n)	doanh nghiệp
equipment [i'kwɪpmənt] (n)	thiết bị
ex-wife [ekswaɪf] (n)	vợ cũ

excited about [ik'saitid ə'baut] (adj)
 experience [iks'piəriəns] (n)
 experiment [iks'periment] (n)
 expert (on) ['ekspə:t ɔn] (v)
 export ['ekspɔ:t] (n)
 ex-president [eks'prezidənt] (n)
 ex-servicemen [eks'sə:vismæn] (n)
 extension [iks'tenʃn] (n)
 extinguisher [iks'tiŋwiʃə] (n)
 fail [feil] (v)
 fall [fɔ:l] (v)
 famous (for) ['feiməs fɔ:] (adj)
 favour ['feivə] (n,v)
 feature ['fi:tʃə] (n)
 financial [faɪ'nænʃl] (adj)
 fire precaution ['faɪə pri'kɔ:ʃn] (n)
 firm ['fə:m] (n)
 first aid [fə:st eid] (n)
 fix up ['fiks'ʌp] (v)
 flexible ['fleksəbl] (adj)
 flexi-time ['fleksɪ ,taim] (n)
 fluctuate ['flʌktjueit] (v)
 foggy ['fɔgi] (adj)
 frequently ['fri:kwəntli] (adv)
 fringe benefit ['frindʒ'benifit] (n)
 full-time job ['full'taim dʒɔb] (n)
 get along [get ə'lɔŋ] (v)
 get down to [get daʊn tu] (v)
 get round [get raʊnd] (v)
 good-tempered ['gud'tempəd] (adj)
 grateful ['greitful] (adj)
 growth [grouθ] (n)
 guilty of ['gilti] (adj)

hứng thú về
 kinh nghiệm
 thí nghiệm
 chuyên gia về cái gì
 xuất khẩu
 cố tổng thống
 lính giải ngũ, cựu chiến binh
 sự mở rộng
 bình chữa cháy
 thất bại
 giảm
 nổi tiếng về
 (sự) giúp đỡ, ủng hộ
 đặc điểm, nét đặc trưng
 thuộc về tài chính
 đề phòng hoả hoạn,
 công ty
 sơ cứu
 định, sắp xếp (ngày, giờ...)
 dẻo dai, linh hoạt
 giờ giấc linh hoạt
 dao động
 có sương mù
 thường xuyên
 phúc lợi phụ, phụ cấp ngoài
 công việc toàn thời gian
 thân thiện
 chú ý
 lan truyền
 thuần tính, mát tính
 biết ơn
 sự lớn mạnh, tăng trưởng
 có tội

handle with ['hændl wið] (v)	giải quyết
hazardous ['hæzədəs] (adj)	nguy hiểm
headhunt ['hedhʌnt] (v)	săn lùng chất xám
headhunter ['hed,hʌntə] (n)	người đi săn tìm chất xám
heating ['hi:tiŋ] (n)	lò sưởi
hesitate ['heziteit] (v)	do dự, ngập ngừng
highway ['haiwei] (n)	đường cao tốc
hire ['haɪə] (n,v)	thuê, mướn
homeless ['houmlis] (adj)	vô gia cư
illegal ['i'li:gəl] (adj)	không hợp pháp
illogical ['i'lɒdʒikəl] (adj)	không lô gíc
imagination [i,mædʒi'neiʃn] (n)	trí tưởng tượng
impatient [im'peɪfənt] (adj)	không kiên nhẫn
impolite [ˌimpə'laɪt] (adj)	bất lịch sự
improvement [im'pru:vmənt] (n)	cải tiến
income tax ['ɪnkʌm'tæks] (n)	thuế thu nhập
inconvenient [ˌɪnkən'vi:njənt] (adj)	không thuận lợi, bất tiện
increase ['ɪnkri:s] (n,v)	tăng
independent [ˌɪndɪ'pendəns] (adj)	độc lập, không phụ thuộc
individual [ˌɪndɪ'vɪdʒuəl] (n, adj)	cá nhân
industry ['ɪndəstri] (n)	công nghiệp
inefficient [ˌɪni'fɪʃənt] (adj)	không hiệu quả, không năng suất
inflation [ɪn'fleɪʃn] (n)	sự lạm phát
initial [ɪ'ni:ʃəl] (n, adj)	chữ cái đầu
inspector [ɪn'spektə] (n)	người soát vé, thanh tra
interest ['ɪntrəst] (n)	lãi suất
investment [ɪn'vestmənt] (n)	sự đầu tư
invitation [ˌɪnvɪ'teɪʃn] (n)	lời mời
involved [ɪn'vɒlvd] (adj)	có liên quan, liên lụy
irregular [ɪ'regjulə] (adj)	không đều đặn
jealous ['dʒeləs] (adj)	ghen tị
jewellery ['dʒu:əlri] (n)	đồ trang sức
keypad ['ki:pæd] (n)	bàn phím

label ['leɪbl] (n)	nhãn hiệu
labourer ['leɪbəɹə] (n)	người lao động, lao công
lack [læk] (n)	thiếu hụt
lead to [li:d tə] (v)	dẫn đến
leave for [li:v fəɹ] (v)	dời đến
level off ['levl əf] (v)	không thay đổi
literature ['lɪtrətʃə] (n)	văn học
loan [ləʊn] (n)	tiền cho vay
location [ləʊ'keɪʃn] (n)	vị trí
look through [lʊk θru:] (v)	xem qua
look up to [lʊk ʌp tə] (v)	kính trọng
loss [lɒs] (n)	lỗ
major ['meɪdʒə] (adj)	quan trọng, chính
manage ['mænɪdʒ] (v)	quản lý
manual ['mænjuəl] (adj)	(thuộc về) chân tay
market-driven ['mɑ:kɪt drɪvən] (adj)	theo hướng thị trường
marketing concept	khái niệm tiếp thị
['mɑ:kɪtɪŋ'kɒnsept] (n)	
market-led ['mɑ:kɪt led] (adj)	theo hướng thị trường
market-oriented	định hướng thị trường
['mɑ:kɪt 'ɔ:riəntɪd](adj)	
maternity leave [mə'tɜ:nɪti li:v] (n)	nghỉ sinh
medium ['mi:diəm] (adj)	trung bình
methodical [mi'θɒdɪkl] (adj)	có phương pháp
mistake [mis'teɪk] (n)	lỗi
misunderstand ['mɪsʌndə'stænd] (v)	hiểu nhầm
monopolize [mə'nɒpəlaɪz] (v)	độc quyền
multi-racial [mʌlti 'reɪʃl] (adj)	đa chủng tộc
nationalize ['næʃnəlaɪz] (v)	quốc hữu hóa
negotiation [ni,gouʃi'eɪʃn] (n)	đàm phán; thương lượng
normal ['nɔ:məl] (adj)	bình thường
obey [ə'beɪ] (v)	tuân thủ, chấp hành
offer ['ɔ:fə] (n,v)	đề nghị, thỉnh cầu

overcharge ['ouvə'tʃɑ:dʒ] (v)	bán giá quá đắt
overtime ['ouvətaim] (n)	ngoài giờ
ownership ['ounəʃɪp] (n)	chủ sở hữu
painless ['peɪnlɪs] (adj)	không đau đớn
paperwork ['peɪpəwɜ:k] (n)	công việc giấy tờ
particular [pə'tɪkjələ(r)] (adj)	cụ thể
part-time job ['pɑ:t taim dʒɔb] (n)	công việc bán thời gian
passive smoking ['pæsɪv 'smoukɪŋ](n)	hút thuốc thụ động
patient ['peɪʃnt] (adj)	kiên nhẫn
payee [peɪ'i:] (n)	người được trả tiền
penetrate ['penɪtreɪt] (v)	thâm nhập, lọt vào
pension ['penʃn] (n)	lương hưu
perk [pə:k] (n)	tiền thù lao thêm, bổng lộc
permanent ['pə:mənənt] (adj)	lâu dài
permission [pə'mɪʃn] (n)	sự cho phép
personnel [ˌpə:sə'nel] (n)	nhân sự
persuasive [pə'sueɪsɪv] (adj)	có thể thuyết phục được
physical ['fɪzɪkl] (adj)	thuộc về thể chất
physician [fɪ'zɪʃn] (n)	nhà vật lý
pick up [pɪkʌp] (v)	thu gom, nhặt
pleased with [pli:zd wɪθ] (adj)	hài lòng với
plummet ['plʌmɪt] (v)	giảm mạnh
position [pə'zɪʃn] (n)	vị trí, địa vị
postpone [pə'spoun] (v)	trì hoãn
precaution [pri'kɔ:ʃn] (n)	sự đề phòng
priority [praɪ'ɔrəti] (n)	sự ưu tiên
privatize ['praɪvɪtaɪz] (v)	tư nhân hoá
process ['prəʊses] (n)	quá trình
promise ['prɒmɪs] (n,v)	lời hứa
promotion [prə'mouʃn] (n)	sự thăng tiến, thăng chức
proposal [prə'pəʊzl] (n)	lời đề nghị
prosper ['prɒspə] (v)	phát đạt
prosperity [prɒ'sperəti] (n)	sự thịnh vượng

protect [prə'tekt] (v)	bảo vệ
prove [pru:v] (v)	chứng minh
punctual ['pʌŋktʃuəl] (adj)	đúng giờ
put through [put θru:] (v)	chuyển máy, nối máy
qualification [,kwɒlɪfɪ'keɪʃn] (n)	bằng cấp
qualified ['kwɒlɪfaɪd] (adj)	có bằng cấp
quotation [kwou'teɪʃn] (n)	giá thị trường
raise [reɪz] (v)	tăng
rapidly ['ræpɪdli] (adv)	nhanh
recall [ri'kɔ:l] (v)	gọi lại
recover [ri:'kʌvə] (v)	hồi phục
recruit [ri'kru:t] (v)	tuyển mộ, tuyển dụng
reduction [ri'dʌkʃn] (n)	sự giảm sút
redundant [ri'dʌndənt] (adj)	bị sa thải, dư thừa
referee [,refə'ri:] (n)	người tiến cử
reference ['refərəns] (n)	thư giới thiệu, tiến cử
refuse [ri'fju:z] (v)	từ chối
regular ['regjʊlə] (adj)	đều đặn
reject ['ri:dʒekt] (v)	bác bỏ, loại bỏ
relationship [ri'leiʃnʃɪp] (n)	mối quan hệ
reliable [ri'laɪəbl] (adj)	đáng tin cậy
rely on [ri'laɪ ɔn] (v)	dựa vào
remain [ri'mein] (v)	duy trì
reputation [,repju:'teɪʃn] (n)	sự nổi danh
request [ri'kwest] (n,v)	yêu cầu
research ['ri:sə:tʃ], [ri'sə:tʃ] (n,v)	ngiên cứu
respect [ri'spekt] (n,v)	kính trọng
responsible (for) [ri'spɒnsəbl fər] (adj)	có trách nhiệm về
retirement [ri'taɪəmənt] (n)	nghỉ hưu
revenue ['revənju:] (n)	thu nhập
ridiculous [ri'dɪkjʊləs] (adj)	vô lý, nực cười
rise [raɪz] (v)	tăng
risk-taking ['risk'teɪkɪŋ] (adj)	mạo hiểm

rumour ['ru:mə] (n)	tin đồn
satisfied ['sætisfaɪd] (adj)	thỏa mãn
screen [skri:n] (n)	màn hình
second-hand ['sekənd'hænd] (adj)	cũ
security [si'kjuərəti] (n)	an toàn, bảo đảm
selection [si'lekʃn] (n)	sự lựa chọn
self-employed [,self im'plɔɪd] (adj)	làm tư, làm riêng
sensible ['sensəbl] (adj)	nhạy cảm
shift [ʃɪft] (n)	ca làm việc
shortage ['ʃɔ:tɪdʒ] (n)	sự thiếu hụt
similar ['similə] (adj)	giống nhau
simplify ['simplɪfaɪ] (v)	đơn giản hoá
skyrocket ['skai'rɒkɪt] (v)	tăng vùn vụt
slightly ['slaitli] (adv)	nhẹ
soar [sɔ:] (v)	tăng vọt
solution [sə'lu:ʃn] (n)	giải pháp
specialize (in) ['speʃəlaɪz in] (v)	chuyên về
specific [spə'sɪfɪk] (adj)	cụ thể
stable ['steɪbl] (adj)	ổn định
state-owned ['steɪt 'aʊnd] (adj)	quốc doanh
steadily ['stedɪli] (adv)	từ từ, đều đặn
strange [streɪndʒ] (adj)	xa lạ
strike [straɪk] (n)	đình công
suffer ['sʌfə] (v)	chịu đựng
suitable (for) ['su:təbl fə] (adj)	phù hợp với
supervisor ['su:pəvaɪzə] (n)	giám sát viên
surge [sə:dʒ] (v)	tăng nhanh
surplus ['sə:pləs] (n)	giá trị thặng dư
surprise [sə'praɪz] (n,v)	ngạc nhiên
survey ['sə:veɪ] (n,v)	(cuộc) khảo sát
switchboard ['swɪtʃbɔ:d] (n)	tổng đài
systematic [,sɪstə'mætɪk] (adj)	có hệ thống
take on ['teɪkɒn] (v)	tuyển dụng

talented ['tæləntɪd] (adj)	tài năng
target ['tɑ:ɡɪt] (n)	mục tiêu
technician [tek'niʃn] (n)	kỹ thuật viên
temperature ['temprətʃə] (n)	nhiệt độ
temporary ['temprəri] (adj)	tạm thời
tender ['tendə] (adj)	mềm mỏng, mềm dẻo
thoughtful ['θɔ:tfʊl] (adj)	ngẫm nghĩ, suy tư
training ['treɪnɪŋ] (n)	sự đào tạo
transfer ['trænsfə:] (v)	chuyển
treatment ['tri:tment] (n)	sự điều trị, xử lý
trend [trend] (n)	xu hướng, xu thế
trouble ['trʌbl] (n)	có vấn đề, rắc rối
turn down ['tə:n daʊn] (v)	từ chối
turn on ['tə:n ɔn] (v)	tấn công
turnover ['tə:n,ouvə] (n)	tổng thu nhập
underdeveloped [,ʌndədi'veləpt] (adj)	kém phát triển
underestimate [,ʌndər'estimeɪt] (v)	đánh giá thấp
underpaid [,ʌndə 'peɪd] (v)	bị trả lương thấp
unguessable [,ʌn'gesəbl] (adj)	không đoán được
unprofitable [,ʌn'prɒfɪtəbl] (adj)	không có lợi nhuận
unskilled [,ʌn'skɪld] (adj)	không lành nghề
video conferencing	hội thảo qua phương tiện kỹ thuật
['vɪdiəʊ 'kɒnfərənsɪŋ] (n)	(truyền hình, video ...)
vocational [vou'keɪʃənəl] (adj)	hướng nghiệp
wage [weɪdʒ] (n)	lương tuần
warm-hearted ['wɔ:m'hɑ:tɪd] (adj)	nhân hậu
washable ['wɔʃəbl] (adj)	có thể giặt được
well- prepared ['wel pri'peəd] (adj)	chuẩn bị tốt, kỹ lưỡng
well-paid ['wel'peɪd] (adj)	được trả lương cao
whilst [waɪlst] (conj)	trong lúc, trong khi
wire [waɪə] (n)	dây (điện thoại)
work experience [wɜ:kɪks'piəriəns](n)	kinh nghiệm làm việc

WORKBOOK

Unit 1

WORK AND JOBS

1. Write the correct word in the brackets for each of the sentence below.

1. I'm responsible for the design team. (manage)
2. I'm in charge of the work of the team. (coordinate)
3. One of my responsibilities is sure that we don't spend too much money. (make)
4. My team is responsible for the design of new models for (produce)
5. I'm in charge of our work for the whole year. (plan)

2. Complete these sentences with suitable words and phrases.

1. I would get bored if I had a nine-
2. I can lock in any time between eight and ten and lock out between four and six; I'm on
3. He's not here this evening, he's working nights: you see, he works
4. I used to work for some one else, but now I'm my own boss: I'm
5. His work was not satisfactory, so he got

3. Replace the underlined words with a suitable phrasal verb with LOOK

1. What are you trying to find?

.....
2. The police are investigating a case of shoplifting.

.....
3. This man is your uncle who took care of you when you were a baby.

.....
4. We should respect what our ancestors have left for us.

.....
5.! That flowerpot is going to fall off the window-ledge!

4. Using a dictionary if necessary, give one example of...

1. a manual job

2. a vocational job

3. a job with routine tasks.

4. a job with regular deadlines

5. a job with lot of paperwork

5. Decide whether the following statements are true (T) or false (F), according to the passage.

My sister Charlotte was born when I was seven and my mother decided she needed a nanny to look after us. So we got Alison. She was very young, seventeen I think and wonderful. I adored her. She only worked part-time with us before she started her training at Norland College. She often made us delicious teas and read us stories in bed. When Alison left, we had a trained nanny who lived with us and worked full-time. She was called Nanny Barnes by everyone. She was older and quite traditional and wore a uniform. It was then that I realized that I wanted to become a nanny.

1. My father decided to hire a nanny to look after us.

2. A nanny is a person who works in a hospital.

3. Alison had a nine-to-five job.

4. Alison made us awful teas.

5. Nanny Barnes works on flexi-time.

6. Nanny influenced my choice of career?

Unit 2

RECRUITMENT PROCESSES

1. Match the words on the left with the words on the right. Use each word or phrase only once.

1. delivery

2. employment

3. application

4. curriculum

5. work
- a. agency

b. experience

c. service

d. form

e. vitae

2. Complete the tables below with noun suffixes and adjective suffixes from the verbs. The first one has been done for you.

Verb	Noun	Adjective
<i>qualify</i>	<i>qualification</i>	<i>qualified</i>
<i>use</i>
<i>employ</i>
<i>determine</i>
<i>apply</i>
<i>create</i>
<i>describe</i>
<i>enjoy</i>
<i>complete</i>
<i>attract</i>
<i>organize</i>
<i>introduce</i>

3. Explain the difference between :

1. an employer and an employee
-
2. a trainer and a trainee
-
-
3. an interviewer and an interviewee
-
-

4. Put each of the following words or phrases in its correct place in the passage below.

references short-list experience vacancy qualifications
application forms interview applicants apply fill in

In times of high unemployment there are usually very many (1) when a (2) is advertised. Sometimes large numbers of people (3), and send off (4) for a single job. It is not unusual, in fact, for hundreds of people to (5) to a firm for one post. This number is reduced to a (6) of perhaps six or eight, from whom a final choice is made when they all attend an (7) Very possibly the interviewers will be interested in the (8) that the candidates gained at school or university and what (9) they have had in previous jobs. They will probably ask for (10) written by the candidates' teachers and employers.

Unit 3

SKILLS AND QUALIFICATIONS

1. Look at these examples and fill the gaps with more examples, using the root words below + one of the suffixes in this list.

1. - al: regional, national,
2. - ical: biological, geographical,
3. - able: acceptable, reliable,
4. - ful: careful, fearful,
5. - less: painless, thoughtless,
6. - ish: childish, whitish.,
7. -y: hairy, wooly,

alphabet break bump care colour comfort enjoy fear fool
grammar grey hope mathematics music noise obtain old pain
profession rain rest small success tall tradition use wash young

2. Fill in the gaps in these sentences, using a suffix with the correct form of the root word on the right.

1. It was very of you to break that mobile phone. CARE
2. Thank you for your letter, it was very..... of you to send it.

THOUGHT

3. It was rather of him to cry when he did badly. CHILD
4. We started our trip on a beautiful morning. SUN
5. I enjoy this shirt very much because it was so SUIT
6. His knowledge is very poor – he thinks Paris is in Italy.

GEOGRAPHY

7. A very old car is usually an un car.

RELY

8. I'll always remember that journey- it was an un..... experience.

FORGET

3. Use the correct form of MAKE or DO to complete the gaps.

1. Can you sure the proposal's finished by tomorrow?

- I'll my best, but I can't guarantee anything.

2. Who are your biggest customers in Germany?

- Well, we a lot of business with Sielman.

3. So, Paula's not very happy in her new job.

- Apparently not. She's it clear she wants to leave the company.

4. How are you getting on with the new software, Martina?

- Very well. In fact we've found we can't without it.

5. Are you a lot of money in your new job?

- Not as much as I would like!

6. My boss isn't very happy with me. She says I just sit and nothing all day.

- Why don't you have a word with her and explain?

7. Have you got a moment, Jules?

- Just a second. I've got to a quick call to Louise at the head office.

8. How's the Ukraine project going, Carl?

- Very slowly. We haven't much progress since the end of July.

9. Roberto, can you a couple of extra hour this evening? I need some helps with the Interbank proposal.

- Well, actually, I was hoping to get home early.

10. David, have you managed to finish the Interbank proposal yet?

- Almost. I've most of the detailed figures. Roberto's still working on the next.

Unit 4

PAYS AND BENEFITS

1. Use these word combinations with **GET** to complete the gaps in the conversations.

get me a copy	get the fax
get used to it	get a taxi
get any idea	get a headache
get to the office	get that last point

1. What time did you this morning?
- Around eight o'clock. There was hardly traffic.
2. If I work with the computer for more than two hours I begin to
- Why don't you use a protective screen? It's much safer.
3. I'm sorry. I didn't quite Would you mind repeating it?
- Well, I was just trying to explain why our Far East strategy is causing so many problems.
4. While you're out, Paul, can you of the Financial Times?
- Of course, Lisa, Is there anything else you'd like?
5. Did you I sent you this morning?
- Hang on. I'll just have a look. Yes, here it is.
6. How are you getting on with the new Adword 2.5?
- I'm not sure. It's a very difficult program to use.
Don't worry. You'll soon
7. I'm going to be late for my appointment with Yvonne.
- You'd better

8. Have you when Paula will be back?

- No, I'm afraid she didn't say a thing.

2. Look at these examples and add more of your own, using the root word below + one of the prefixes in this list.

- co-: co- chairman, coworker
mid-: midnight, midair, midweek
over-: overact, overpaid, overdone
re-: rebuild, reappear, redone
self-: self-help, self- contained
sub-: subnormal, subway
un-: untie, undo
*afternoon arrange button charge control driver excited fold
marry morning screw service standard way winter wrap.*

3. Fill the gaps in these sentences, using a prefix with the correct form of the root words on the right.

1. I was late because I how much time I'd need. ESTIMATE
2. She wrote the business book alone, so she doesn't have a
AUTHOR
3. Event if you're good at computer, you shouldn't be
CONFIDENT
4. It is very rude to interrupt someone in SENTENCE
5. Many buildings were after the earthquake in 1980. BUILD
6. Most people who work feel that they are PAY
7. She is having a rest because she has been WORK
8. I've lost my key so I couldn't the door when I got home. LOCK
9. We have temperatures every night in ZERO/
WINTER
10. People who often become EAT/ WEIGHT

Unit 5

PROBLEMS AT WORK

1. Rewrite the sentences, using the words in brackets.

1. A lot of executives like the BMW 500 series.

(popular) *The BMW 500 series is popular with executives.*

2. I don't think she can do the work.

(capable)

3. Everyone knows Bordeaux because of its fine wines.

(famous)

4. Janet is the person who hires new staff.

(responsible).....

5. The Industrial Society thinks that higher taxes are a bad idea.

(opposed)

6. Would you like to arrange a meeting?

(interested)

2. Complete the following letter with the correct preposition.

Dear Mr Hall,

Thank you for your letter of 18 May regarding the Kingderbox range of children's paints. The answers to the questions you raised are as follows:

All Kingderbox products fully comply (1) European and British safety standards. The paints are non-toxic and washable. Each pack in the Junior range consists (2)..... a paintbox with eight colours, a paintbrush, and a leaflet in English.

The average delivery time for orders to England over DM 5,000 is four days. We do not rely (3) rail transport, so delivery would not be affected

by the current train strike. We also take care (4) insurance and export documentation.

The level of discount we offer depend (5) the size of orders and their regularity. I would be happy to talk (6) you about this.

Goods may be paid (7) in Deutschmarks or sterling, and we offer flexible credit arrangements, I'm confident we could agree (8) suitable credit terms.

Please do not hesitate to contact me if you have any further questions, and I look forward (9) hearing (10) you.

Yours sincerely,
Wolfgang Habisreutinger
Sales Manager

3. Answer the following questions, using the words in italics.

- 1. What are you *good* at?
.....
- 2. What are you *responsible* for in your job?
.....
- 3. Are you *interested* in working for a foreign company?
.....
- 4. What other jobs in the company would you be *capable* of doing?
.....
- 5. What sort of salary would you be *satisfied* with?
.....
- 6. What is your town/city *famous* for?
.....

Unit 6

ORGANIZATIONS

1. What do these abbreviations stand for? Choose from the words in the box. Use each word once only.

1 WHO 2 UNESCO 3 IMF 4 OBE 5 GMT 6 IOC 7 RSPCA 8 EST

Animals	Educational	International	Organization	Standard
British	Empire	Mean	Organization	Time
Committee	Fund	Monetary	Prevention	Time
Cruelty	Greenwich	Nations	Royal	United
Cultural	Health	Olympic	Scientific	World
Eastern	International	Order	Society	

2. Answer the questions, using a compound adjective which has an opposite meaning.

1. Is he working full-time? *No*,
2. Is your brother well-off? *No*,
3. Would you say the boy is well- behaved? *No*,
4. Are her shoes high-heeled? *No*,
5. Is she well-educated? *No*,
6. Is your close friend good-looking? *No*,
7. Is your father's job low-paid? *No*,
8. Is your sister well-dressed? *No*,

3. Rewrite each of the following sentences, using a compound adjective. The first one is an example.

This cake is made by hand. – This cake is *hand-made*.

1. That meal *tastes delicious*.

2. She falls in love with a man who *looks handsome*.

3. He is an economist who was *trained* at *Oxford*.

4. We are going to meet a client who speaks French.

5. My father is *mad* about *football*.

6. I had to write a composition that has 200 words.

7. The plane with four engines was imported from China.

4. Complete the sentences below with the correct form of the word given.

1. The director is trying to the men who talked to him over the phone? DENSITY

2. My brother and I decided to the money we found. HALF

3. She said women must themselves from male domination.

LIBERTY

4. Economists warned that the country's economy was beginning to WEAK

5. Why can't they the break so that we have time for a coffee?

LENGTH

6. The manager the workers to work overtime. COURAGE

Unit 7

MARKETS AND MARKETING

1. Match the beginning of the sentences in column A with the right endings in column B. The first one is an example.

A

1. *I am sure we have paid the bill. I remember*
2. Did you remember
3. On the way to the airport, he stopped
4. It's hard to find parts for this machine. The manufactures stopped
5. I've given my PA a list of job that need
6. There are plenty of hotel rooms available, so you don't need
7. He lost several hours' work. He switched off the computer but he had forgotten
8. I don't mind giving talks now, but I'll never forget
9. He wasn't at his office when I phone so I think I'll try
10. For a long time, the company tried

B

- A. to save the file.
- B. ringing him on his home number.
He might be there.
- C. to give Peter my message?
- D. to book one in advance.
- E. *signing the cheque and sending it to them.*
- F. giving my first presentation.
It was a disaster.
- G. to enter the Japanese market, but it was extremely difficult.
- H. to collect some traveller's cheques from the bank.
- I. producing this model over 15 years ago.
- J. doing before the sales conference starts.

2. Fill in the blanks with the verbs in brackets, using the -ing form or to+ infinitive.

1. There's nothing wrong with the photocopier. It just needs
(service)

2. We need (look) at this proposal very carefully before we make a decision.

3. I'll make a note in my diary so that I will remember (send) the information you need.

4. I'm not sure if I have met Mr Martino, but I remember (hear) his name.

5. I will never forget (walk) into the office in my first day at work.

6. Could you take this file to Mrs Armstrong? I mean to let her have it this morning, but I forgot (give) it to her.

7. He found it very difficult to get work because he was unemployed, and soon regretted (resign) from his previous job.

8. We have appointed another candidate to the post, so I regret (say) that we will not be able to offer you the job.

9. If their Accounts Department is slow at paying bills, try(send) a fax to the chairman. That usually works well.

10. As a company, we always try (provide) our customers with the best service possible.

3. Complete these sentences with a suitable verb in the correct form, -ing or to... .

1. a Please remember the door when you go out.

b. A: You lend me some money a few months ago.

B: Did I? Are you sure? I don't remember you any money.

c A: Did you remember your sister?

B: Oh no, I completely forgot. I'll phone her tomorrow.

d When you see Mandy, remember her my regards, won't you?

e Someone must have taken my bag. I clearly remember it by the window and now it has gone.

2. a I believe that what I said was fair. I don't regret it.

b (after a driving test) I regret that you have failed the test.

Unit 8

SALES AND NEGOTIATION

1. Complete these sentences with the correct preposition.

1. They are all strike.
2. She is here business.
3. The advantage direct marketing is that it enables us to cut out the middle man.
4. BT shares dropped 7p this afternoon.
5. The government has spent less defence since the cold war ended.
6. I'm a hurry and can't stop.

2. Match the words on the left with the correct definition on the right.

- | | |
|-----------------------------|---|
| 1. sales | a. is responsible for manufacturing goods |
| 2. purchasing | b. deal with recruiting new staff |
| 3. planning | c. deal with invoices and payments |
| 4. research and development | d. handles advertising and new product launches |
| 5. quality control | e. buys in products and services |
| 6. production | f. tries to develop new products |
| 7. personnel | g. make sure that standards are maintained |
| 8. finance | h. persuades people to buy the company's products |
| 9. distribution | i. sets out a strategy for the company future |
| 10. marketing | j. transport goods to different places |

3. Choose the best word in each of the blanks for the sentences below. Circle the letter for your answer.

1. The new model will be sale in July.
a. at b. on c. in
2. The shop was having a so I got these shoes at half price.
a. sale b. sales c. sell
3. It's easy to a sale if the product's good and the price is right.
a. do b. make c. give
4. Last month, sales reached nearly 1500.
a. unit b. piece c. number
5. The boss brought all his employees together and told them he had an to make.
a. speech b. announcement c. idea
6. He said, " It's my to announce that we have kept to all government regulations and we haven't broken any laws."
a. idea b. pleasure c. opinion

4. Complete the passage below with the correct form of the word given.

The question 'What makes a manager (1)?' often comes up. First of all, a manager needs the right kind of (2) support. In other words, a good manager requires the (3) of a good secretary. A good secretary needs to have the right kind of (4) skills. These include the (5) to use modern technology, such as computers. There are (6) skills that are just as important. More and more managers need secretaries who can speak several foreign languages (7) Success or failure in international (8) can depend on this. This (9) is often stressed in job advertisements today. Many (10) are rejected because the candidates lack such skills.

1. *success* 2. *profession* 3. *assist*
4. *secretary* 5. *able* 6. *addition*
7. *fluent* 8. *negotiate* 9. *require*
10. *apply*

Unit 9

DESCRIBING TRENDS

1. Look at the forecasts for unemployment rates in different countries. Make sentences using *will* or *won't* and the words given, as in the example.

increase/Australia

Unemployment won't increase in Austria.

Unemployment	This month's rate	Forecast for next month
Austria	4.7%	4.7%
Denmark	9.8%	9.5%
France	11.5%	11.5%
Norway	4.6%	5.0%
Spain	15.4%	15.4%
Switzerland	4.0%	4.2%

1. go up/Denmark

.....

2. fall/French

.....

3. rise/Norway

.....

4. remain steady/Spain

.....

5. decrease/Switzerland

.....

2. Choose the correct words in italics.

1. We *lent/ borrowed* a lot of money from the bank last year.
2. Prices increased *by/at* 2.3% last year.
3. We spent too much money *on/in* advertising and promotion.
4. Our market share increased *dramatic/dramatically* last year.
5. Our poor performance last year was *due to/resulted to* increased competition.
6. There was a sharp increase *on/in* sales last year.
7. This graph shows our *sales/sells* figures for past year.
8. Can we *cancell/postpone* our meeting until next week, please?
9. We hope to achieve a *steady/steadily* growth in sales.
10. Salaries *fell/felt* by a small amount last year.

3. Rewrite the sentences with *because of* or *due to*. Make changes if necessary.

Example: *Nobody liked him because he behaved badly.*

- *Nobody liked him because of his bad behavior.*

1. He couldn't go on business because he had an injured shoulder.

.....

2. She got the job because her qualifications are excellent.

.....

3. The weather was awful, so we couldn't go to work.

.....

4. She had to stay at home because she had a broken ankle.

.....

5. The traffic was heavy. I was half an hour late.

.....

6. The manager was ill, so I had to do all work.

.....

Unit 10

TELEPHONING

1. Fill the gaps in the conversation below with words in the box.

coins, dial, local area code, dial, international code, receiver
--

Tom: How I use this phone?

Mary: OK. First lift the (1), and then put some(2) in the slot. Then you (3) your number.

Tom: How about phoning Britain?

Mary: You (4) 00 and then 44, which is the(5) for Britain.

Then you dial the (6) (without the initial 0), and then the number.

2. Match the words and phrases with similar meanings.

- | | |
|--------------------------|-----------------------------|
| 1. The line's busy. | a. I'll connect you. |
| 2. Will you hold? | b. One moment. |
| 3. I'll put you through. | c. An office number |
| 4. A code | d. Could I have your name? |
| 5. An extension number | e. I'm ready. |
| 6. Who's calling please? | f. The line's engaged. |
| 7. Hold on. | g. A country or area number |
| 8. This is ... | h. Is that all? |
| 9. Go ahead. | i. Can you wait? |
| 10. Anything else? | j. ... speaking |

3. Supply the missing words in these conversations.

A. Ms Brunet: Sales Department, good morning.

Mr Keller: (1) Helena Steiner, please.

Ms Brunet: Hold on. I'll get her.

B. Ms Steiner: Hello, Sales.

Mr Keller: (2) Helena Steiner, please.

Ms Steiner: (3)..... .

C Switchboard: Curtis Holdings.

Mr Keller: (4) 2938, please.

Ms Delmont: Accounts Department.

Mr Keller: (5) Jean Delmont?

Ms Delmont: Yes, (6) How can I help you,
Mr Keller?

4. Complete each of the following sentences with the words in the box.

call back cut off get through hold on look up pick up put through

1. The phone's ringing. Why don't you the receiver?

2. Mrs Scott isn't available at the moment. Can you later?

3. Can you Ms Dumas's number in the directory please?

4. I'm afraid she's with a client, shall I..... you..... to her secretary?

5. I'm sorry about that. I'm glad you're still there. We must have been for a moment.

6. Could you for the moment, I'll just find out for you.

7. Is Graham here? If so, could you him please?

REVIEW TEST: UNIT 1-10

A. Choose adjectives from the box which best describe these people.

shy	naughty	helpless	independent
lonely	ambitious	wise	self-conscious

1. 'He's always stealing sweets, and he pulls people's hair.'
2. 'By the time she's 30, she wants to be a millionaire.'
3. 'He knows a lot about the world, and people often ask him for his advice.'
4. 'She doesn't know anyone – she's got no one to talk to.'
5. 'He thinks that everyone is looking at him all the time.'
6. 'She manages very well without any help from us.'
7. 'He's a bit scared of meeting new people.'
8. 'She can't do anything herself – we do everything for her.'

B. Choose the best word in each of the blanks for the sentences below.

Circle the letter for your answer.

1. We about 20 people in our office and most have been with us for years.
a. choose b. employ c. appoint d. rent
2. Each year, we two or three graduates as trainee managers.
a. recruit b. qualify c. situate d. elect
3. There are currently 890,000 people of work in the UK.
a. at b. in c. out d. on
4. Tanya is very skilled using PCs.
a. at b. with c. out d. on
5. I trained a teacher but now I sell luxury cars.
a. as b. like c. for d. down
6. His application was turned because of his lack of experience.

- a. round b. in c. out d. down

7. The sixty applicants were reduced a short-list of four.

- a. for b. to c. by d. on

8. She's been charged theft.

- a. with b. for c. in d. by

9. Part-time workers are paid the hour.

- a. at b. by c. with d. on

10. I bought this watch \$3 in a second-hand shop.

- a. for b. by c. at d. on

C. Use the words in the box to complete the advertisements below.

*salary temporary training applicant requires
experience rates leave apply position*

Cleaner

Local hotel (1) cleaner
Monday-Friday, 9am-1pm. Good (2)
..... of pay. Tel: 01345 879655

Accounts

Full-time(3)..... in busy car hire
company. To start immediately.
Computer skills essential. (4).....
according to age and experience. Tel:
01267 435 678

Sales Assistant

The successful (5).....
must be hard-working, responsible
and honest. Previous (6)..... an
advantage but full (7)..... will
be given. (8)..... to: Mr Dale,
Tel: 01245 56790.

Nurse

(9)..... position for three
months to replace nurse on
maternity (10)..... .

D. Complete the following advertisement with the missing prepositions.

More and more parents are looking to independent schools to provide an alternative (1)..... state education.

However, the cost (2)..... sending a child to boarding school from 7 to 18 can be as much as \$100,000, and anual increases (3) school fees are often greater than inflation.

So there is a need (4) specialist advice, and we at Knight Willis have many years (5) experience (6) helping parents plan for their children’s education (7) advance. Early learning can help to achieve reductions (8) over 75%, and (9) the whole, the earlier the school fee plan is started, the greater the savings.

If you would like our advice (10) the best way to plan (11) your child’s future, please fill in the form below. We will send you examples (12) different school fee plans, and we can discuss these (13) the phone or (14) a meeting (15) your own convenience.

E. Complete the passages below with the correct form of the word given.

I.

What are the (1) for any young person who wishes to become a (2) ? He should be able to foretell what is going to happen and have the (3) afterwards to explain why ...	QUALIFY POLITICS ABLE
---	-----------------------------

II.

For (4) being able to visit other countries and do business is great. People from different countries have a deeper (5) of each other. This is also very good for the (6) of the countries they visit.	TOUR UNDERSTAND TOUR
--	----------------------------

ANSWER KEY

Unit 1

1. 1e 2a 3f 4h 5g 6c 7d 8b
2. 1. on 5. in charge of
2. run 6. with
3. manage 7. responsible for
4. responsibilities 8. with
3. 1. work 4. under
2. manage 5. responsibility
3. of 6. deal
4. 2. He has a full-time job.
3. She works full-time.
4. I work part-time.
5. She has a permanent job.
6. He has a temporary job.
7. She has temporary work.
5. 1. look out
2. looking forward to
3. look them through
4. look it up
5. look through
6. looking into

Unit 2

- | | | |
|----|--------------------------------|---------------------|
| 1. | management | ability |
| | supervision | shortage |
| | development | weakness |
| | discussion | popularity |
| | administration | kindness |
| | construction | flexibility |
| | information | rudeness |
| | enquiry | equality |
| 2. | 1. trainee | 5. payee |
| | 2. employee | 6. applicant |
| | 3. cash- dispenser | 7. economist |
| | 4. assistant | |
| 3. | 1b 2h 3i 4e 5j 6d 7a 8c 9f 10g | |
| 4. | 1. income tax | 5. curriculum vitae |
| | 2. backgrounds | 6. application form |
| | 3. selection process | 7. credit card |
| | 4. headhunters | |
| 5. | 1. recruit | 4. application |
| | 2. agency | 5. shortlist |
| | 3. position | 6. interview |
| 6. | 1. turn up | 4. turn down |
| | 2. turn on | 5. turned away from |
| | 3. turned down | 6. turned out |

Unit 3

- | | | |
|----|---------------------------------|-----------------------------|
| 1. | 1. education | 4. as |
| | 2. graduated | 5. experience |
| | 3. train | |
| 2. | 1. skilled | 5. unskilled |
| | 2. highly skilled | 6. unskilled |
| | 3. semi- skilled | 7. semi-skilled |
| | 4. highly- skilled | 8. skilled |
| 3. | 1a, 2f, 3h, 4c, 5b, 6g, 7e, 8d. | |
| 4. | homeless | attractive |
| | dangerous | creative |
| | knowledgeable | enjoyable |
| | painful/ painless | reliable |
| | musical | washable |
| | comfortable | comprehensive/ comprehensib |
| | famous | acceptable |
| | dirty | interested/ interesting |
| 5. | 1. made | 5. done |
| | 2. made | 6. make |
| | 3. did | 7. made |
| | 4. make | 8. do |

Unit 4

- | | | | |
|----|-----------------|---------|------------------|
| 1. | a. overtime | | d. company perks |
| | b. commission | | e. company car |
| | c. bonus | | f. pension |
| 2. | 1. find/ buy | | 4. find |
| | 2. arrive/ come | | 5. receive |
| | 3. became | | 6. come |
| 3. | 1. through | | 4. up to |
| | 2. down | | 5. down to |
| | 3. by | | 6. along |
| 4. | 1. un | 6. ir | 11. in |
| | 2. im | 7. un | 12. ir |
| | 3. il | 8. im | 13. im |
| | 4. in | 9. in | 14. dis |
| | 5. im | 10. dis | 15. un |
| 5. | 1. over | | 4. under |
| | 2. multi | | 5. ex |
| | 3. co | | 6. over |

Unit 5

- | | | |
|----|---|------------------------------------|
| 1. | 1. fire hazards | 5. passive smoking |
| | 2. temperature | 6. dangerous machinery |
| | 3. hazardous substances | 7. hazardous substances |
| | 4. dangerous machinery | |
| 2. | 1. for | 4. for |
| | 2. to | 5. to |
| | 3. about | 6. in |
| 3. | 1. a 2. e 3. d 4. h | 5. g 6. c 7. a 8. f |
| 5. | 1. see over 2. see to 3. saw off 4. saw him through 5. saw in | |

Unit 6

1. 1. profits 2. ladder 3. image 4. headquarter 5. logo
2. 1 B 2C 3A 4C 5B 6A
3. 1. CIF : Cort, Insurance and Freight
 2. FOB : Free on Board
 3. IMF : International Monetary Fund
 4. SME : Small and Medium Enterprise
 5. RAM : Random Access Memory
 6. NAFTA : North American Free Trade Association
 7. WTO : World Trade Organization
 8. ASEAN : Association of Southeast Asian Nations
 9. APEC : Asia - Pacific - Economic Cooperation
 10. CPU : Central Processing Unit
 11. CEO : Chief Execidive officier
 12. rep : representative
 13. UNO : United Nations Organization
 14. asap : as soon as possible
 15. AIDs : Acquired Immune Dificiency Syndrome
4. 1. qualified 2. star 3. handed 4. full 5. fund 6. employed
5. 1. broaden 2. simplified 3. modernize 4. beautify/ beautified
5. tighten
6. 1. came across 5. has gone off
 2. go on 6. came about
 3. came up against 7. Come on
 4. go with

Unit 7

1. 1. A 2. C 3. B 4. C 5. A 6. B 7. A 8. B
2. 1.d 2.e 3.a 4.c 5.b
3. 1. placing 6. changing
2. to supply 7. getting
3. to go 8. to be
4. to give 9. to contact
5. to market 10. hearing
4. 1. filming 4. meeting 7. applying
2. losing 5. negotiating
3. speaking 6. waiting

5.

1. They want to bring in a new bill to limit computer exports.
2. The Japanese keep bringing out new electronic gadgets
3. Unpopular economic policies bring down the government
4. We aim to bring down prices on all our computers.
5. Can you explain what bring about these problems?
6. The government are trying to bring down the price of houses.

Unit 8

1. 1.e 2.f 3.d 4.a 5.b 6.a 7.c
2. 1.e 2.d 3.a 4.f 5.b 6.c
3. 1. invitation to 5. cheque for
2. request for 6. experience of
3. advantage of 7. price of
4. reply to 8. difference between
4. 1. the goods are on order. 5. He is in debt.
2. My house is for sale 6. I'm in a hurry.
3. The train was on time. 7. I go to work by car.
4. We were at a loss .
5. 1. to 2. of 3. of 4. of - with 5. to

Unit 9

1. 1. raised 4. raised
2. rises 5. rose
3. risen 6. raise
2. 1. false 2. true 3. false 4. true 5. true
3. 1. The number of workers in the factory increased/rose slightly
2. GDP in the Philippines grew/rose steadily from 1986 to 1988.
3. Gas prices fell dramatically in March.
4. Petrol prices have risen rapidly recently.
5. Profits decreased sharply.
4. 1. of 2. for 3. on 4. in 5. led 6. in 7. increase 8. to
5. 1. was due to/resulted from.
2. led to/resulted in/ brought about
3. resulted from/ was because of/was due to
4. led to
5. led to

Unit 10

1. pager
 2. mobile phone
 3. cordless
 4. videophone
 5. webcam
 6. public telephone
2. 1. It would be to see Anne soon. I'll phone her and see when she's free.
2. Correct
3. Why don't you ring Pizza Palace and order some takeaway pizza?
4. I rang them five minutes ago, but there was no answer.
5. Correct.
6. Correct.
7. I'll give her a bell and we'll fix up a meeting.
8. When you get some news, give me a buzz.
3. 1e, 2c, 3b, 4d, 5a.
4. 6, 2, 10, 1, 8, 4, 11, 5, 9, 3, 7

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